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An Investigation of Shipboard Training
and the Effects of
Recent Training Budget Cuts
On Ship Readiness

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THESIS
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MAY 20 1987

EIS 636
K.V. Reid, LCDR, USN
J.M. McDonnell, LT, USN

May, 1987

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Table of Contents

	Page
Acknowledgement	iii
Chapter	
1. Introduction.	1
Statement of Problem.	5
2. Review of Related Literature.	7
3. Design of the Study	14
4. Data Presentation	19
5. Summary	99
Conclusions	111
Recommendations	116
Appendixes	
A. Glossary.	120
B. Survey.	122
C. Additional Comments	130
Bibliography.	133



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CHAPTER 1

Introduction

Training, as defined by The New Century Dictionary, is "the act or process of one who or that which trains; a practical education in some art, profession, or the like." The Britannica World Dictionary defines training as "systematic instruction and drill." For the military and the Navy, in particular, systematic instruction and drill is the way of life. Over the last thirty years rapid advances in technology have demanded increased education, a more technical curriculum, and more specialized skills for sailors in the area of hardware operation and maintenance. Ships, weapon systems, computer equipment, even copy machines are so technical and complex today that without dedicated and system-specific training sailors cannot maintain a high status of operational readiness and the naval forces can probably not be as effective in deterring war (Department of Defense Annual Report to the Congress, 1986).

During the late 1960s and the early 1970s, with the reduction in the size of the Services due to the close of the Vietnam War and the cutbacks in funds from Congress, the loss of well qualified and trained individuals was most severely recognized as the Navy's middle enlisted and officer personnel resigned to seek better paying civilian

careers. The leadership was drained, training was negligible, and the naval forces found themselves languishing in untrained, unskilled junior enlisted and officer personnel (All Hands, August 1972). The "worker bees" were gone and were not being replaced with skilled, technically trained personnel. Further budget cuts exacerbated the problem by reducing the number of school houses available to conduct training and reducing the number of qualified instructors by nearly twenty percent (All Hands, April 1976).

Once the drain on the Navy was realized, the Department of Defense began to lobby for increased salaries, increased training through formalized training centers, and increased personnel manning. With the institution of the all volunteer force in 1972, the Navy was able to be more selective in recruiting for active duty. As a result, more enlisted personnel with high school diplomas were brought into the Navy. This increased the number of personnel who could meet highly technical curriculum requirements and who were able to be trained as leaders. At the same time, the Navy began to place a greater emphasis on formal classroom training and pipeline training prior to an individual reporting to his formal duty station. The Navy also began to emphasize specialized equipment training thereby ensuring a better seaman. Officer personnel were also better screened and were put into more formalized training programs. Overall, the emphasis shifted from getting by with the personnel

available to training junior personnel to meet the skill level required to manage a well run, efficient, strong naval force.

The Naval Surface Force Atlantic (NAVSURFLANT) is but one small organization within the entire Navy structure. NAVSURFLANT is composed of 195 surface vessels and 77 shore activities, including group commander and squadron staffs for a total active duty population of over 71,000. Training is a high priority and more than \$10 million has been spent annually since fiscal year 1982. In addition, on the job training (OJT) occurs on a daily basis, along with specialized training by Mobile Training Teams (MTTs) sent to the ships for the specific purpose of instructing sailors in various speciality areas.

The passage by Congress of the Gramm-Rudman Act in 1986 required major cuts in spending over the next five years. Despite President Reagan's efforts to minimize the effects on the Department of Defense, a severe shortage of dollars was felt, particularly in the area of Temporary Additional Duty (TAD) for training. The Naval Surface Forces Atlantic realized a \$1.5 million reduction in training dollars. This equates to approximately 3,000 fewer enlisted and officer personnel being sent to a formal classroom setting for in-depth training. The major training commands that service the Atlantic surface forces realized the same reduction in funds and, therefore, numerous course cancellations occurred. It is possible that many of these courses were canceled without

serious consideration being given to the long term effects.

On 27 March 1986, the Chief of Naval Operations (CNO), in a letter to all Fleet Commanders and major training commands, requested a ten percent reduction in training pipelines be accomplished. This was to be done by identifying courses which could be consolidated, identifying which areas of training could be extended prior to requalification, and eliminating or reducing shipboard prerequisites. The CNO further recommended that the criteria for awarding a Navy Enlisted Classification (NEC) code through formal classroom training be reviewed with consideration given to allowing commanding officers afloat to recommend NEC assignment based on proven performance. Other cost cutting reductions recommended included reducing the length of formal classroom training courses, reducing the length of factory training courses by 10 percent, and increasing on-the-job training particularly in the area of hull, mechanical and electrical equipment training. All these reductions in training were to occur without a detrimental effect upon the war fighting capabilities of the ships--operational readiness was not to take a back seat (CNO letter 158 serialized 11/6U366328, 27 Mar 86).

In response to the CNO's letter, a significant number of courses were canceled by the Atlantic Training Command prior to extensive study and research occurring. The Readiness and Training division of the Commander, Naval Surface Forces (COMNAVSURFLANT) recognized that these course

cancellations could, over time, have a negative impact on the operational readiness of its ships.

Statement of the Problem

→ The purpose of this study will be to investigate the effects of the recent training budget cuts on the Atlantic Surface Force's readiness.

While the subject of training has long been an issue in the Navy, there have been very few studies conducted to determine the best way to obtain maximum readiness with minimum loss of man hours. This study has recognized limitations. For example, due to the size of the Atlantic Surface Force, it was decided to limit the sample to the commanding officers and executive officers of the combatants and amphibious units. The data, therefore, may be skewed due to the selection of senior officers as the sample. Different results may have been obtained if the training officers, some junior enlisted and officer personnel, or just the supervisors had been included in the sample. The decision to survey only the commanding and executive officers of the surface combatants and amphibious units had to do with the size of the sample involved, the experience level of these officers, and the extensive training requirements each unit had for assigned personnel. These officers have also been in the Navy long enough to have experienced the effects on readiness which past reductions in training budgets have caused.

↙

The other limitation of this study has to do with the time involved. The Gramm-Rudman Act went into effect at the end of fiscal year 1986. Therefore, extensive cutbacks in training dollars were not felt until fiscal year 1987 and the full impact on operational readiness is likely not yet felt by the forces and may not be for several years.

To ensure a full understanding of acronyms, a complete glossary is provided as Appendix A.

CHAPTER 2

Review of Related Literature

Since leaving Norfolk four days before, Pharris was averaging three GQ (general quarters) calls per day, as ordered by Commander, Naval Surface Forces, Atlantic...training routines had been doubled, and the orders for the increase of activity were classified as high as anything he had ever seen. More remarkably, the increased training tempos would interfere with maintenance scheduling, something not lightly set aside (Clancy: 1986).

Training on board U.S. Navy surface ships with inherent strengths and weaknesses is a subject which has not been studied in depth. However, this does not mean the difficulties found in shipboard training have not been recognized by both shipboard personnel and those in the shore establishment. Some articles have been written on the subject and author Tom Clancy (1986) even touched upon it with the above quote from his best seller, "Red Storm Rising." Other writers have noted the importance of naval training as indicated in the following comments:

Training is the number one priority for the naval officer in peacetime. He must be trained himself, and he must be able to train his subordinates (Cole, 1985).

Training must be a living, vital force that is an important part of the mainstream Navy (Libbey, 1983).

Among all of the peacetime missions and tasks of every one of our ships, none is more critical than steadily improving the ability to fight (Appleton, 1983).

Training is the Navy's foremost mission in peacetime (Scanland, 1983).

On board any ship, the variable that affects combat readiness most is crew training; it is this element that our measurement system focuses on (Swinger, 1983).

Training is a never-ending cycle. When it works, the ship runs smoothly. When it lags, the entire Navy suffers (Sagerholm, 1983).

LT Ralph Soule (1986) believes that little should interfere with training toward combat proficiency and that all other considerations pale in significance. He contends that "in wartime, the Navy will fight from its ships and aircraft, so that is where it should do all its peacetime training." However, as he and other writers have noted, there are many obstacles which block effective training on board a ship. Soule has identified six groups of requirements he feels detract from the time available for shipboard training. These groups, found on every Navy surface ship, are as follows:

1. Instructions
2. Programs
3. Teams
4. Inspections
5. Reports
6. Operational Requests

Soule indicates that paperwork stemming from these administrative requirements and operational reports create a "crushing workload." The time spent on this paperwork is time taken away from enhancing warfare specialties or ensuring the combat readiness of assigned areas, men, and

equipment. Soule alleges that this results in naval officers who "are more proficient at being administrators and program directors than skilled warriors."

CAPT Daniel Appleton (1986) agrees with Soule that shipboard organization has "become increasingly oriented toward maintenance and administration, rather than emphasizing battle control and battle design as its designers intended." During interviews with fleet personnel, he found that so much time was spent on material readiness inspections there was little time left for training. Appleton noted that:

In the event of a sudden or imminent conflict, externally assigned refresher training would not be available to many ships in the fleet, including most of those already deployed or urgently needed in forward areas. And since shipboard self-training for battle is apparently no longer succeeding, it must be concluded that most U.S. warships [personnel] today are inadequately trained to cope with an extreme combat emergency.

Appleton suggests that the Standard Organization and Regulations Manual of the U.S. Navy be revised in order to better meet the needs of battle training on board ships.

CDF Miles Libbey (1983) has noted that it is sometimes forgotten that "the only purpose of training is operational effectiveness: to win in combat." He contends that since training is not as "dramatic" or "exciting" as serving on ships and planes, it tends to be "shunted off the main track." A ten-year strategic plan for training and education is needed as well as a cadre of Navy personnel dedicated to the field.

Other barriers to training include rapidly changing technological advances. CDR Bernard Cole (1985) noted that Navy systems have become so automated that more personnel time is spent on maintaining them than on operating them. Additionally, other duties such as watches, shore patrol and mess cooking all contribute to taking the sailor away from his primary duties. Cole contends that greater specialization within shipboard crews is needed, systemization of officer training afloat is required, and more direction and clearly set goals for the shore-based training establishment is needed so that students can be better prepared for the at-sea training process.

On this same subject, CAPT Worth Scanland (1983) has stated that:

Because the emphasis has always been on hardware, and the resources are finite, people problems have taken a back seat in the Navy, especially concerning their proper training to maintain and operate the ever-changing hardware systems.

Scanland has suggested five reasons why training our sailormen is not working:

1. There is a traditional lack of appreciation for the role of training.

2. There is no "system" for preparing the Navy's bluejackets for their prospective responsibilities.

3. There is no enlisted professional career development plan.

4. There is an innate reluctance among senior naval officers to accept advanced instructional/training technologies.

5. There is an institutional mechanism--the Program, Planning, and Budgeting System (PPBS)--which prevents the Training Command from meeting the fleet's needs for well-trained personnel.

Scanland feels the Navy faces a problem of "monumental dimensions" in regard to training. To remedy this, he contends the decisions must be made to make the necessary managerial/administrative changes and the financial resources must be made available to bring the Navy's training function up to par.

Although shipboard training is primarily a problem unique to the Navy, it has close ties to on-the-job training. There have been some articles written in this area which offer suggestions that may prove effective if applied to the shipboard training environment.

Ruth Colvin Clark (1986) has suggested different ways to make on-the-job training effective. Proposed programs should have a strong management commitment. She further states that training should flow from a validated analysis of current job tasks as well as any new technological applications. Additionally, supervisors must learn their crucial role in training and they must be held accountable for it. Clark also suggests training entire working groups at the same time. This would "develop a 'critical mass' of commitment to the new skills."

Dean Spitzer (1986) agrees with Clark that a training program cannot succeed without strong management support and recognition of the central role of the supervisor. He

identifies other barriers to effective training in the following statement:

Lack of knowledge or skills is only one factor that can cause problems. Others include unclear expectations, lack of capacity, poor job design, inappropriate feedback, lack of positive incentives and inadequate tools or resources.

Spitzer also suggests training enough personnel so that there exists a support system of employees capable of using the new skills. He also recommends that a significant amount of time be committed to the training.

There are five ways to ensure that training by supervisors meets the needs of an organization, according to Martin Broadwell (1986). The five ways are listed as follows:

1. Never train for training's sake.
2. Teach for a needs analysis.
3. Deal in reality--use real things to train with.
4. Train only within the organization's policies.
5. Make the training count--all training should have a specific objective.

The literature available suggests that shipboard training is not traditionally appreciated and that it suffers from a lack of long-range planning and continuity (Libbey, 1983; Scanland, 1983). Additionally, it usually receives a low place on the prioritization totem pole (Appleton, 1986; Soule, 1987). Articles from the civilian sector offer reasons why good training programs fail and

what can be done to make them effective. Training on board Navy ships plays a critical role in the defense of the United States and must be studied carefully. Libbey (1983) supported this concept, summing it up in the following statement:

The U.S. Navy must be so well trained that any opponent will be deterred from ever trying us.

CHAPTER 3

Design of the Study

Shipboard training and its strengths and weaknesses has long been a topic of interest to the Navy but one which has received little formal study. As a result of the Gramm-Rudman Act, the Navy had to cut its shore-based training pipelines by approximately ten percent, across the board. Consequently, most of this training had to be moved on board ship. This was done in a relatively short period of time without in-depth studies to determine the long-range effects of such cuts. This study was intended to investigate the effects of these cuts on shipboard readiness and to determine the most effective ways to conduct training on board ship.

Given the large number of Navy ships, it was determined that a survey would be the most effective and efficient way to collect data on this subject. A research model by Ary, Jacobs, and Razavieh (1985) specifically recommended for surveys was selected to be used and followed in this study. This model consists of five phases: Planning, Sampling, Construction of the Data Gathering Instrument, Carrying Out the Data Collection and Processing the Data.

During the planning phase, official Navy message traffic on the subject was reviewed and Training and Readiness personnel on the staff of Commander, Naval Surface

Forces Atlantic (COMNAVSURFLANT) were interviewed for their insights on the problem. Through this process, it was determined that in order to get realistic data, it would have to come directly from the ships. It is on this level that the real barriers to effective training are fought and this same level that the overall effects of training can be best measured.

During phase two, it was determined what types of ships and what part of their population would be included in the survey. Ships in the Navy are grouped under type commanders who head their administrative chain of command. The chain of command between the ship and the type commander includes a group commander and a squadron commander. In part due to their support and interest in this project, ships under the administrative chain of command of Commander, Naval Surface Forces Atlantic were chosen to be surveyed. This type commander has more than 190 ships on the east coast of the United States. Out of this large group, surface combatants and amphibious ships were selected to take part in the survey. These ships were chosen because of their extensive training requirements and because their training must enable them to fight a war on short notice. Additionally, it was determined that on those ships the persons best qualified to address these issues would be the commanding officer and the executive officer. The Standard Organization & Regulations Manual of the U.S. Navy states that the commanding officer will be directly responsible for shipboard training because

this training directly affects the readiness of his ship. The executive officer is in charge of carrying out shipboard training and usually has a training officer assigned to assist.

During phase three the survey was constructed. Again, this tool was selected because it enabled this large and geographically diverse population to be surveyed in an efficient and economical manner.

The actual construction of the survey began with a review of Navy message traffic on the subject that had been sent to COMNAVSURFLANT from the group commanders. In these messages, the group commanders gave their views on what subjects could effectively be taught through on-the-job training and what barriers shipboard training would have to overcome. The group commanders also offered various proposals to help streamline training for the surface fleet. More interviews were conducted with the Readiness and Training personnel at COMNAVSURFLANT in an effort to secure additional information on the subject. Articles in professional journals on the subjects of shipboard training and training in general were also reviewed.

Through this process, two large problem areas were identified: prioritization of training against operational and administrative requirements and the lack of an educational environment on ships. Other areas which were mentioned frequently included a lack of trained instructors, standardized training materials, and consistent support of

training by the chain of command. From these problem areas, questions were developed for the survey. A list of shore-based courses that had been recently canceled was included as an enclosure and the last question on the survey requested any comments.

The completed survey (Appendix B) consisted primarily of intangibles dealing with the respondents' opinions on shipboard training. There were two tangibles asked for in the survey: the ship class and the ship homeport. These were necessary so that inferences could be made about problem areas in specific homeports or on a certain class of ship.

A cover letter was written and attached to each survey. The cover letter gave the purpose of the survey, the identity of the investigators, a request for cooperation, and reassured respondents of anonymity. A statement that COMNAVSURFLANT had approved the survey for all unit commanding and executive officers was included as well as a deadline for the return of the surveys and a promise of results if desired.

During phase four, personnel in the COMNAVSURFLANT Readiness and Training section examined the completed instrument to determine if it would obtain the desired data and to identify any problem areas. The survey was also given to some Surface Warfare qualified officers in order to identify any inadequacies. Minor changes were made in the survey based on the input from these sources.

The survey population consisted of the commanding and executive officers of 152 surface combatants and amphibious warfare ships. Two copies of the survey and cover letter, along with two addressed stamped return envelopes, were mailed to each ship. This resulted in a total of three hundred four surveys sent out. A deadline for return was set at six weeks from the time of mailing.

Returned surveys totaled one hundred sixty-one, an overall return of fifty-three percent. One hundred twenty-one surveys were returned from surface combatants and forty were returned from amphibious ships.

CHAPTER 4

Data Presentation

A total of 163 surveys were returned from the 304 mailed to the Commanding Officers and Executive Officers of Commander Naval Surface Force, U.S. Atlantic Fleet combatants and amphibious warfare ships. Two of the responses were from the USS Belknap permanently assigned to Gaeta, Italy. These two surveys were not included in the total response due to the uniqueness of duty and training requirements which face a ship permanently assigned overseas.

The remaining 161 surveys were sorted first according to class of ship and then according to official homeport assignment. There was a total of seven classes of ships (CG/CGN, DD/DDG, FF/FFG, LPH/LHA/LKA, LPD, LSD, LST) and a total of six homeports (Charleston; Little Creek; Mayport; Norfolk; Newport; and miscellaneous homeports including New York; Pascaguola, Mississippi; Philadelphia; and Mobile, Alabama).

There were several reasons for dividing the responses into the two above-mentioned categories. They included for the ship class the unique characteristics of each ship, the different deployment schedules, the crew size, and the type of equipment on board. Homeports were chosen to determine whether location of school houses, size of homeport, or

distance required to travel to obtain training had any bearing on the responses given.

In addition to the class of ship and the homeport, a total response figure was obtained. Since all questions did not pertain to all ships, a total figure of 161 (for 161 responses received) is not indicated. However, the total figures for each question adds up to the total responses broken down by homeport and by class ship.

The entire survey was composed of 25 questions requiring a direct response and one question which called for additional comments. The 25 questions requiring a direct response are presented on the next several pages. Each question is written out with the possible response categories given. The figures below each category represent the responses first by class ship, then by homeport and finally by the total. Analysis and evaluation is presented in Chapter 5 along with conclusions and recommendations.

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TYPE COMMANDER</u>						
<u>MATERIALS</u>						
<u>CLASS:</u>						
CG/CGN/BB	3	3	6	3	0	0
DD/DDG	3	11	6	10	3	6
FF/FFG	8	12	16	9	13	9
LPH/LHA/LKA	0	0	4	0	1	0
LPD	0	1	6	1	1	1
LSD	0	2	0	2	2	1
LST	1	3	2	8	2	2
<u>HOMEPORTS:</u>						
Charleston	5	7	9	5	4	4
Little Creek	0	3	2	6	4	2
Mayport	3	6	5	9	9	2
Norfolk	4	13	15	9	2	6
Newport	3	1	3	2	2	2
Misc.	0	2	6	2	1	3
<u>TOTALS:</u>	15	32	40	33	22	19

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TYPE COMMANDER</u>						
<u>INSTRUCTORS</u>						
<u>CLASS:</u>						
CG/CGN/BB	3	3	4	4	2	0
DD/DDG	4	8	10	5	6	6
FF/FFG	7	10	14	17	12	7
LPH/LHA/LKA	1	0	3	0	1	0
LPD	0	1	2	2	1	3
LSD	0	0	1	3	0	3
LST	1	0	6	8	2	2
<u>HOMEPORTS:</u>						
Charleston	4	6	6	5	4	9
Little Creek	1	0	6	7	1	2
Mayport	0	4	10	9	8	3
Norfolk	7	10	16	9	3	4
Newport	3	0	0	3	6	0
Misc.	1	2	2	6	2	3
<u>TOTALS:</u>	16	22	40	39	24	21

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TYPE COMMANDER</u>						
<u>MTTs/ASSIST VISITS</u>						
<u>CLASS:</u>						
CG/CGN/BB	0	1	0	6	9	0
DD/DDG	0	5	10	11	18	0
FF/FFG	3	3	11	12	33	4
LPH/LHA/LKA	0	0	1	1	2	0
LPD	0	0	2	2	5	0
LSD	0	0	1	5	1	0
LST	0	0	5	6	8	0
<u>HOMEPORTS:</u>						
Charleston	2	2	10	7	11	2
Little Creek	0	1	5	8	5	0
Mayport	1	2	6	3	22	0
Norfolk	0	2	8	16	23	1
Newport	0	1	1	4	8	0
Misc.	0	1	0	5	7	1
<u>TOTALS:</u>	3	9	30	43	76	4

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TYPE COMMANDER</u>						
<u>TRAINERS</u>						
<u>CLASS:</u>						
CG/CGN/BB	0	1	4	6	4	0
DD/DDG	3	3	11	8	5	9
FF/FFG	4	2	19	11	14	15
LPH/LHA/LKA	0	0	2	1	2	0
LPD	0	1	2	3	2	1
LSD	0	0	2	2	2	1
LST	1	0	4	5	7	2
<u>HOMEPORTS:</u>						
Charleston	2	1	16	5	4	8
Little Creek	1	0	4	5	6	1
Mayport	1	0	5	8	9	10
Norfolk	4	6	10	13	9	3
Newport	0	0	7	1	5	1
Misc.	0	0	2	4	3	5
<u>TOTALS:</u>	8	7	44	36	36	28

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>GROUP COMMANDER</u>						
<u>MATERIALS</u>						
<u>CLASS:</u>						
CG/CGN/BB	3	2	3	5	0	2
DD/DDG	8	8	8	2	1	11
FF/FFG	14	17	7	7	4	18
LPH/LHA/LKA	2	0	2	1	0	0
LPD	0	1	3	1	1	3
LSD	0	1	3	0	2	1
LST	2	4	7	2	3	1
<u>HOMEPORTS:</u>						
Charleston	5	7	7	0	4	10
Little Creek	2	4	6	2	3	1
Mayport	6	12	1	3	1	8
Norfolk	13	7	13	6	1	10
Newport	2	2	2	3	1	3
Misc.	0	1	4	4	1	4
<u>TOTALS:</u>	29	33	33	18	11	36

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>GROUP COMMANDER</u>						
<u>INSTRUCTORS</u>						
<u>CLASS:</u>						
CG/CGN/BB	3	0	4	5	0	2
DD/DDG	7	8	8	3	2	12
FF/FFG	11	17	8	6	6	19
LPH/LHA/LKA	0	1	2	0	1	1
LPD	0	1	2	0	1	5
LSD	1	0	2	0	0	4
LST	4	3	5	2	2	3
<u>HOMEPORTS:</u>						
Charleston	7	8	7	0	2	12
Little Creek	4	3	4	2	1	3
Mayport	2	13	2	3	2	11
Norfolk	11	6	12	5	3	13
Newport	2	0	2	3	1	4
Misc.	0	0	4	3	3	3
<u>TOTALS:</u>	26	30	31	16	12	46

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>GROUP COMMANDER</u>						
<u>MTTs/ASSIST VISITS</u>						
<u>CLASS:</u>						
CG/CGN/BB	0	2	1	2	10	0
DD/DDG	3	4	7	5	5	9
FF/FFG	11	10	6	7	14	20
LPH/LHA/LKA	0	1	1	0	2	1
LPD	0	1	3	1	1	3
LSD	1	1	1	1	2	1
LST	3	2	6	3	2	3
<u>HOMEPORTS:</u>						
Charleston	7	5	5	3	6	8
Little Creek	3	2	5	2	2	3
Mayport	2	8	1	1	8	11
Norfolk	6	4	11	7	11	12
Newport	0	0	2	1	6	3
Misc.	0	2	1	5	3	0
<u>TOTALS:</u>	18	21	25	19	36	37

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>GROUP COMMANDER</u>						
<u>TRAINERS</u>						
<u>CLASS:</u>						
CG/CGN/BB	0	3	0	5	5	1
DD/DDG	5	9	6	3	3	15
FF/FFG	11	10	6	6	11	19
LPH/LHA/LKA	0	1	1	0	2	1
LPD	0	1	2	0	1	5
LSD	1	0	1	1	2	2
LST	3	2	5	1	3	2
<u>HOMEPORTS:</u>						
Charleston	7	6	3	4	2	12
Little Creek	3	3	5	1	2	1
Mayport	2	8	1	2	6	11
Norfolk	7	9	8	4	8	13
Newport	1	0	2	3	3	4
Misc.	0	0	2	2	6	4
<u>TOTALS:</u>	20	26	21	16	27	45

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SQUADRON COMMANDER</u>						
<u>MATERIALS</u>						
<u>CLASS:</u>						
CG/CGN/BB	3	1	2	2	0	7
DD/DDG	4	3	12	8	5	6
FF/FFG	6	10	14	14	10	13
LPH/LHA/LKA	1	0	2	0	1	1
LPD	0	0	4	0	3	2
LSD	1	0	0	2	3	1
LST	6	0	2	5	7	0
<u>HOMEPORTS:</u>						
Charleston	3	3	9	7	6	6
Little Creek	6	0	3	4	5	0
Mayport	5	3	8	8	5	5
Norfolk	7	6	13	6	9	8
Newport	0	1	3	2	2	6
Misc.	0	1	0	4	2	5
<u>TOTALS:</u>	21	14	36	31	29	30

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SQUADRON COMMANDER</u>						
<u>INSTRUCTORS</u>						
<u>CLASS:</u>						
CG/CGN/BB	1	0	2	1	1	9
DD/DDG	2	3	16	6	6	5
FF/FFG	7	6	17	12	7	16
LPH/LHA/LKA	1	0	1	1	1	1
LPD	0	0	4	1	2	2
LSD	0	0	0	2	2	3
LST	3	0	3	4	8	3
<u>HOMEPORTS:</u>						
Charleston	4	3	8	6	5	9
Little Creek	3	0	3	4	5	3
Mayport	3	2	11	4	7	7
Norfolk	4	4	18	8	5	9
Newport	0	0	2	2	1	7
Misc.	0	0	1	3	4	4
<u>TOTALS:</u>	14	9	43	27	27	39

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SQUADRON COMMANDER</u>						
<u>MTTS/ASSIST VISITS</u>						
<u>CLASS:</u>						
CG/CGN/BB	0	0	1	2	4	7
DD/DDG	1	1	7	8	17	3
FF/FFG	3	7	8	17	16	16
LPH/LHA/LKA	0	0	2	1	1	1
LPD	0	0	3	3	3	0
LSD	0	0	0	1	4	2
LST	2	0	2	1	12	3
<u>HOMEPORTS:</u>						
Charleston	3	1	7	8	12	3
Little Creek	2	1	1	1	8	3
Mayport	1	3	5	3	13	8
Norfolk	0	2	10	15	16	6
Newport	0	1	0	3	3	7
Misc.	0	0	0	3	5	5
<u>TOTALS:</u>	6	8	23	33	57	32

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SQUADRON COMMANDER</u>						
<u>TRAINERS</u>						
<u>CLASS:</u>						
CG/CGN/BB	0	1	0	1	4	8
DD/DDG	2	2	7	10	8	9
FF/FFG	4	3	10	9	15	20
LPH/LHA/LKA	1	1	1	1	0	1
LPD	0	0	3	1	2	3
LSD	0	0	0	3	3	1
LST	2	0	4	3	8	4
<u>HOMEPORTS:</u>						
Charleston	5	1	7	5	8	8
Little Creek	1	0	4	3	6	2
Mayport	0	2	5	7	8	10
Norfolk	3	4	9	10	9	13
Newport	0	0	0	3	2	8
Misc.	0	0	0	0	7	5
<u>TOTALS:</u>	9	7	25	28	40	46

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TRALANT</u>						
<u>MATERIALS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	2	7	3	1	0
DD/DDG	3	4	11	8	5	6
FF/FFG	7	5	10	17	17	8
LPH/LHA/LKA	1	0	1	0	3	0
LPD	1	1	1	0	4	1
LSD	0	1	1	2	0	3
LST	1	2	1	8	3	3
<u>HOMEPORTS:</u>						
Charleston	2	4	8	8	5	5
Little Creek	1	2	1	6	3	3
Mayport	2	3	6	12	7	4
Norfolk	7	6	12	7	10	6
Newport	2	0	3	2	4	1
Misc.	1	0	2	3	4	2
<u>TOTALS:</u>	15	19	32	38	33	21

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TRALANT</u>						
<u>INSTRUCTORS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	1	4	5	2	1
DD/DDG	1	3	6	16	7	4
FF/FFG	7	5	15	17	16	5
LPH/LHA/LKA	1	0	1	0	2	1
LPD	0	1	1	2	4	0
LSD	0	0	0	4	1	2
LST	0	0	2	8	6	2
<u>HOMEPORTS:</u>						
Charleston	1	3	5	16	9	0
Little Creek	0	0	2	7	5	2
Mayport	2	2	8	8	10	4
Norfolk	5	3	12	11	9	6
Newport	2	2	1	4	3	0
Misc.	1	0	1	6	2	3
<u>TOTALS:</u>	11	10	29	52	38	15

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TRALANT</u>						
<u>MTTS/ASSISTS VISITS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	2	3	2	5	1
DD/DDG	4	2	9	4	6	10
FF/FFG	7	5	9	13	11	18
LPH/LHA/LKA	1	0	1	1	1	1
LPD	0	1	0	3	1	3
LSD	0	1	1	4	0	2
LST	0	1	3	8	3	3
<u>HOMEPORTS:</u>						
Charleston	3	3	7	8	7	8
Little Creek	0	1	2	8	2	3
Mayport	1	3	4	7	7	9
Norfolk	5	5	8	8	7	12
Newport	3	0	3	3	2	0
Misc.	1	0	2	1	2	6
<u>TOTALS:</u>	14	12	26	35	27	38

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>TRALANT</u>						
<u>TRAINERS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	0	1	6	5	1
DD/DDG	3	2	6	7	14	4
FF/FFG	6	3	14	11	15	14
LPH/LHA/LKA	1	0	0	0	2	2
LPD	0	0	2	2	4	0
LSD	0	0	1	2	3	1
LST	0	1	3	3	7	4
<u>HOMEPORTS:</u>						
Charleston	3	3	9	9	9	1
Little Creek	0	0	2	3	6	5
Mayport	1	0	5	9	11	6
Norfolk	7	2	7	7	19	7
Newport	1	1	2	0	3	5
Misc.	0	0	2	3	2	2
<u>TOTALS:</u>	12	6	27	31	50	26

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SCHOOL HOUSES</u>						
<u>MATERIALS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	2	3	3	3	2
DD/DDG	3	3	11	8	10	2
FF/FFG	1	2	8	17	21	9
LPH/LHA/LKA	1	0	1	0	3	0
LPD	1	2	0	2	3	1
LSD	0	0	2	3	1	1
LST	1	1	3	5	5	3
<u>HOMEPORTS:</u>						
Charleston	1	4	8	8	7	3
Little Creek	1	0	3	4	5	2
Mayport	1	2	3	8	14	4
Norfolk	6	4	10	10	11	4
Newport	0	0	2	3	6	3
Misc.	0	0	2	5	3	2
<u>TOTALS:</u>	9	10	28	38	46	18

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SCHOOL HOUSES</u>						
<u>INSTRUCTORS</u>						
<u>CLASS:</u>						
CG/CGN/BB	1	2	1	2	7	2
DD/DDG	2	3	9	13	9	0
FF/FFG	1	0	14	16	18	7
LPH/LHA/LKA	1	0	1	0	2	1
LPD	0	0	1	2	5	0
LSD	0	0	0	4	2	1
LST	0	0	2	6	7	3
<u>HOMEPORTS:</u>						
Charleston	1	0	8	7	8	3
Little Creek	0	0	1	6	6	2
Mayport	0	0	6	10	11	3
Norfolk	4	4	9	11	15	2
Newport	0	1	0	4	7	2
Misc.	0	0	4	5	3	2
<u>TOTALS:</u>	5	5	28	43	50	14

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SCHOOL HOUSES</u>						
<u>MTTs/ASSIST VISITS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	1	1	0	4	7
DD/DDG	4	5	6	6	7	8
FF/FFG	6	2	7	7	9	23
LPH/LHA/LKA	1	0	0	0	2	2
LPD	1	1	1	1	1	2
LSD	0	0	1	1	1	4
LST	1	1	2	3	2	8
<u>HOMEPORTS:</u>						
Charleston	5	1	5	3	4	8
Little Creek	1	1	2	2	2	7
Mayport	1	1	3	5	9	10
Norfolk	8	5	5	5	7	16
Newport	0	2	1	1	3	5
Misc.	0	0	2	2	1	8
<u>TOTALS:</u>	15	10	18	18	26	54

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers?

	Not Helpful		Moderately Helpful		Very Helpful	N/A
	1	2	3	4	5	6
<u>SCHOOL HOUSES</u>						
<u>TRAINERS</u>						
<u>CLASS:</u>						
CG/CGN/BB	2	0	1	3	3	5
DD/DDG	0	3	4	4	15	3
FF/FFG	1	1	8	12	21	11
LPH/LHA/LKA	1	0	0	0	2	2
LPD	0	0	1	2	4	0
LSD	0	0	2	3	1	1
LST	0	0	3	5	6	3
<u>HOMEPORTS:</u>						
Charleston	0	2	1	12	7	3
Little Creek	0	0	3	5	5	2
Mayport	0	1	2	7	14	3
Norfolk	4	0	7	2	16	9
Newport	0	1	2	2	6	3
Misc.	0	0	4	1	4	5
<u>TOTALS:</u>	4	4	19	29	52	25

2. Enclosure (2) lists fleet courses which have been canceled in an effort to reduce costs. How much of a burden have these course cancellations put on your ship?

	High Burden				No Burden	Undeter- mined
	1	2	3	4	5	6
<u>MAN-HOURS</u>						
<u>CLASS:</u>						
CG/CGN/BB	1	5	5	2	0	2
DD/DDG	7	4	13	4	4	8
FF/FFG	4	15	15	7	9	16
LPH/LHA/LKA	1	1	1	2	0	0
LPD	1	2	1	2	0	3
LSD	0	0	3	1	0	3
LST	2	3	8	2	1	3
<u>HOMEPORTS:</u>						
Charleston	4	6	5	7	3	9
Little Creek	2	2	11	2	1	5
Mayport	2	4	13	1	2	11
Norfolk	7	11	15	7	3	6
Newport	1	3	1	1	3	3
Misc.	0	4	1	2	2	1
<u>TOTALS:</u>	16	30	46	20	14	35

2. Enclosure (2) lists fleet courses which have been canceled in an effort to reduce costs. How much of a burden have these course cancellations put on your ship?

	High Burden				No Burden	Undeter- mined
	1	2	3	4	5	6
<u>ADMIN BURDEN</u>						
<u>CLASS:</u>						
CG/CGN/BB	1	2	4	5	1	2
DD/DDG	3	5	7	7	8	9
FF/FFG	2	13	11	13	10	18
LPH/LHA/LKA	2	1	1	1	0	0
LPD	1	1	3	2	0	2
LSD	0	0	3	1	0	3
LST	1	3	2	6	1	7
<u>HOMEPORTS:</u>						
Charleston	1	3	7	10	5	10
Little Creek	1	3	2	6	1	6
Mayport	1	9	5	5	4	10
Norfolk	5	7	15	10	4	8
Newport	1	1	0	2	4	4
Misc.	1	2	2	2	2	3
<u>TOTALS:</u>	10	25	31	35	20	41

3. Do you feel your level of operational readiness has decreased in any way by these course reductions?

	To a Large Extent				To No Undeter- Extent mined	
	1	2	3	4	5	6
<u>CLASS:</u>						
CG/CGN/BB	0	4	3	5	2	1
DD/DDG	0	4	13	10	6	6
FF/FFG	1	12	20	15	9	12
LPH/LHA/LKA	1	2	1	0	1	0
LPD	0	4	1	1	1	2
LSD	0	0	2	4	1	0
LST	0	3	7	8	1	2
<u>HOMEPORTS:</u>						
Charleston	0	2	17	7	4	5
Little Creek	0	3	6	11	1	0
Mayport	0	5	7	7	5	10
Norfolk	2	13	11	12	6	5
Newport	0	3	3	2	3	2
Misc.	0	3	3	4	2	1
<u>TOTALS:</u>	2	29	47	43	21	23

4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective		Moderately Effective		Effective	
O	E	O	E	O	E

FORMAL CLASSROOM:

CLASS:

CG/CGN/BB	0	0	5	8	10	7
DD/DDG	1	0	11	19	26	20
FF/FFG	1	3	21	34	43	30
LPH/LHA/LKA	0	0	0	0	5	5
LPD	0	0	2	1	7	8
LSD	1	1	2	3	4	3
LST	1	1	5	7	13	10

HOMEPORTS:

Charleston	0	0	11	19	22	16
Little Creek	2	2	6	7	15	11
Mayport	0	0	14	17	19	15
Norfolk	0	2	12	17	34	30
Newport	0	0	3	8	8	4
Misc.	2	1	0	4	10	7

<u>TOTALS:</u>	4	5	46	72	108	83
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

	Ineffective		Moderately Effective		Effective	
	O	E	O	E	O	E

OJT w/SUPERVISOR

CLASS:

CG/CGN/BB	1	1	4	3	10	11
DD/DDG	1	1	12	12	25	22
FF/FFG	0	0	22	24	45	41
LPH/LHA/LKA	0	0	1	1	4	4
LPD	0	0	3	3	6	6
LSD	1	1	1	1	5	5
LST	1	1	5	5	13	14

HOMEPORTS:

Charleston	0	1	13	14	22	19
Little Creek	1	1	0	0	16	17
Mayport	1	1	11	9	23	20
Norfolk	1	1	17	16	31	32
Newport	1	0	3	3	9	10
Misc.	0	0	4	7	8	5

<u>TOTALS:</u>	4	4	48	49	109	103
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective		Moderately Effective		Effective	
O	E	O	E	O	E

OJT w/TRAINED
INSTRUCTOR

CLASS

CG/CGN/BB	1	0	1	4	13	11
DD/DDG	1	0	3	3	35	36
FF/FFG	0	0	11	11	56	56
LPH/LHA/LKA	0	0	1	1	4	4
LPD	0	0	1	2	8	7
LSD	1	1	1	1	5	5
LST	1	1	4	4	14	14

HOMEPORTS:

Charleston	0	0	7	6	28	27
Little Creek	2	2	4	4	17	17
Mayport	0	0	3	6	23	25
Norfolk	1	0	5	8	43	41
Newport	1	0	0	0	12	12
Misc.	0	0	3	2	7	11

<u>TOTALS:</u>	4	2	22	26	135	133
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective		Moderately Effective		Effective	
O	E	O	E	O	E

INFORMAL/SHIPBOARD
CLASSROOM

CLASS:

CG/CGN/BB	1	1	7	11	7	3
DD/DDG	3	5	29	28	7	6
FF/FFG	10	10	41	43	15	14
LPH/LHA/LKA	0	1	3	3	2	1
LPD	0	0	7	7	2	2
LSD	0	0	3	3	4	4
LST	2	2	14	14	3	3

HOMEPORTS:

Charleston	6	5	20	21	8	10
Little Creek	1	1	12	10	6	6
Mayport	5	6	23	21	5	6
Norfolk	1	4	35	38	13	7
Newport	3	3	4	6	5	4
Misc.	0	0	10	13	3	0

<u>TOTALS:</u>	16	19	104	109	40	33
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective
O E

Moderately
Effective
O E

Effective
O E

POS

CLASS:

CG/CGN/BB	2	3	9	9	5	3
DD/DDG	0	2	31	31	8	5
FF/FFG	3	5	40	41	22	21
LPH/LHA/LKA	1	0	3	3	1	2
LPD	1	1	6	6	2	2
LSD	1	0	2	3	4	4
LST	2	1	7	9	10	9

HOMEPORTS:

Charleston	0	2	25	26	10	8
Little Creek	3	1	9	9	6	6
Mayport	3	4	16	17	13	12
Norfolk	4	5	32	33	13	11
Newport	0	0	8	9	6	5
Misc.	0	0	8	8	4	4

<u>TOTALS:</u>	10	12	98	102	52	46
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective
O E

Moderately
Effective
O E

Effective
O E

CORRESPONDENCE
COURSES

CLASS:

CG/CGN/BB	5	3	9	12	1	0
DD/DDG	13	14	24	21	2	4
FF/FFG	21	20	39	43	7	4
LPH/LHA/LKA	1	1	3	3	1	1
LPD	2	2	7	7	0	0
LSD	2	1	3	3	2	3
LST	3	2	12	15	4	2

HOMEPORTS:

Charleston	15	14	19	19	1	2
Little Creek	5	3	5	14	6	2
Mayport	8	8	20	21	5	5
Norfolk	14	13	32	32	5	4
Newport	4	4	10	8	0	0
Misc.	1	1	11	10	0	1

<u>TOTALS:</u>	47	43	97	104	17	14
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective		Moderately Effective		Effective	
O	E	O	E	O	E

VIDEO TAPES

CLASS:

CG/CGN/BB	3	3	9	9	3	3
DD/DDG	8	10	25	24	6	5
FF/FFG	7	9	46	43	14	15
LPH/LHA/LKA	1	1	2	2	2	2
LPD	1	2	7	6	1	1
LSD	1	0	5	6	1	1
LST	1	2	16	16	2	1

HOMEPORTS:

Charleston	9	11	19	18	8	7
Little Creek	1	1	12	12	3	3
Mayport	3	3	24	25	7	6
Norfolk	6	9	34	32	9	8
Newport	1	1	10	8	2	4
Misc.	2	2	11	11	0	0

<u>TOTALS:</u>	22	27	110	106	29	28
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4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective		Moderately Effective		Effective	
O	E	O	E	O	E

PIERSIDE TRAINING
VANS

CLASS:

CG/CGN/BB	0	0	6	4	9	11
DD/DDG	0	0	9	8	30	31
FF/FFG	1	0	15	15	51	52
LPH/LHA/LKA	2	2	0	0	3	3
LPD	0	0	3	2	6	7
LSD	1	1	0	0	6	6
LST	1	1	9	7	9	11

HOMEPORTS:

Charleston	2	0	9	9	23	25
Little Creek	2	2	7	7	13	12
Mayport	0	0	9	8	24	26
Norfolk	1	2	14	10	32	37
Newport	0	0	2	1	11	10
Misc.	0	0	1	1	11	11
<u>TOTALS:</u>	5	4	42	36	114	121

4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

Ineffective		Moderately Effective		Effective	
O	E	O	E	O	E

MICRO-COMPUTER
FLOPPY DISKS

CLASS:

CG/CGN/BB	3	4	9	9	3	1
DD/DDG	10	14	22	16	2	1
FF/FFG	9	10	31	30	5	4
LPH/LHA/LKA	1	1	2	2	1	1
LPD	3	4	6	5	0	0
LSD	0	0	5	5	0	0
LST	1	3	16	14	0	0

HOMEPORTS:

Charleston	7	10	13	11	2	1
Little Creek	1	2	14	13	0	0
Mayport	3	2	22	22	2	1
Norfolk	10	15	30	25	3	1
Newport	3	2	6	5	3	3
Misc.	3	5	6	5	1	1
<u>TOTALS:</u>	27	36	91	81	11	7

5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

OPERATIONS

CLASS:

CG/CGN/BB	1	12	2
DD/DDG	0	31	8
FF/FFG	3	49	15
LPH/LHA/LKA	1	2	2
LPD	0	8	1
LSD	0	5	2
LST	0	13	6

HOMEPORTS:

Charleston	0	24	11
Little Creek	0	16	0
Mayport	1	26	9
Norfolk	3	38	9
Newport	1	7	6
Misc.	0	9	1

<u>TOTALS:</u>	5	120	36
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5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

ENGINEERING

CLASS:

CG/CGN/BB	1	12	2
DD/DDG	2	27	10
FF/FFG	5	45	17
LPH/LHA/LKA	0	3	2
LPD	0	8	1
LSD	0	5	2
LST	0	14	5

HOMEPORTS:

Charleston	4	22	10
Little Creek	1	12	3
Mayport	1	25	8
Norfolk	2	35	12
Newport	0	10	4
Misc.	0	10	2

<u>TOTALS:</u>	8	114	39
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5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

BRIDGE

WATCHSTANDING

CLASS:

CG/CGN/BB	0	13	2
DD/DDG	0	36	3
FF/FFG	1	57	9
LPH/LHA/LKA	0	3	2
LPD	0	9	0
LSD	0	7	0
LST	0	19	0

HOMEPORTS:

Charleston	0	32	4
Little Creek	0	16	0
Mayport	0	30	4
Norfolk	0	43	6
Newport	1	11	2
Misc.	0	12	0

<u>TOTALS:</u>	1	144	16
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58

5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

COMMUNICATIONS

CLASS:

CG/CGN/BB	0	9	6
DD/DDG	1	26	12
FF/FFG	4	44	18
LPH/LHA/LKA	0	3	2
LPD	0	8	1
LSD	0	6	1
LST	0	12	6

HOMEPORTS:

Charleston	3	23	10
Little Creek	0	11	5
Mayport	0	20	12
Norfolk	1	34	14
Newport	1	10	3
Misc.	0	10	2

<u>TOTALS:</u>	5	108	46
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5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

DAMAGE CONTROL

CLASS:

CG/CGN/BB	1	11	3
DD/DDG	2	29	8
FF/FFG	3	48	16
LPH/LHA/LKA	0	3	2
LPD	0	7	2
LSD	0	4	3
LST	0	11	8

HOMEPORTS:

Charleston	1	25	10
Little Creek	0	10	6
Mayport	2	24	8
Norfolk	2	35	12
Newport	1	10	2
Misc.	0	9	4

<u>TOTALS:</u>	6	113	42
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5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

WEAPONS

CLASS:

CG/CGN/BB	1	9	5
DD/DDG	1	25	13
FF/FFG	2	41	23
LPH/LHA/LKA	0	2	3
LPD	0	8	1
LSD	0	2	5
LST	2	9	9

HOMEPORTS:

Charleston	2	22	12
Little Creek	1	9	6
Mayport	1	25	8
Norfolk	1	26	22
Newport	0	6	8
Misc.	1	8	3

<u>TOTALS:</u>	6	96	59
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5. Do you feel you have the requisite knowledge, personnel and experience on board to conduct effective OJT?

No Yes To Some Extent

OVERALL

CLASS:

CG/CGN/BB	0	11	4
DD/DDG	0	28	11
FF/FFG	0	48	19
LPH/LHA/LKA	0	3	2
LPD	0	8	1
LSD	0	5	2
LST	0	14	5

HOMEPORTS:

Charleston	0	24	12
Little Creek	0	13	3
Mayport	0	25	9
Norfolk	0	35	14
Newport	0	10	4
Misc.	0	10	2

<u>TOTALS:</u>	0	117	44
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6. Does your ship have any unique characteristics that make the application of formal classroom training difficult?

No Yes To Some Extent

OPERATIONS

CLASS:

CG/CGN/BB	7	6	2
DD/DDG	27	6	2
FF/FFG	43	11	5
LPH/LHA/LKA	2	1	2
LPD	8	1	0
LSD	5	0	2
LST	12	2	5

HOMEPORTS:

Charleston	24	4	0
Little Creek	12	2	0
Mayport	23	7	4
Norfolk	31	9	7
Newport	7	4	3
Misc.	7	1	4

<u>TOTALS:</u>	104	27	18
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6. Does your ship have any unique characteristics that make the application of formal classroom training difficult?

No Yes To Some Extent

ENGINEERING

CLASS:

CG/CGN/BB	8	4	3
DD/DDG	30	2	6
FF/FFG	49	11	7
LPH/LHA/LKA	3	1	1
LPD	9	0	0
LSD	5	0	2
LST	13	2	4

HOMEPORTS:

Charleston	30	4	1
Little Creek	13	0	3
Mayport	23	5	6
Norfolk	35	7	7
Newport	13	0	1
Misc.	3	4	5

<u>TOTALS:</u>	117	20	23
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6. Does your ship have any unique characteristics that make the application of formal classroom training difficult?

No Yes To Some Extent

WEAPONS

CLASS:

CG/CGN/BB	8	3	4
DD/DDG	27	6	6
FF/FFG	39	20	8
LPH/LHA/LKA	4	0	1
LPD	9	0	0
LSD	4	0	3
LST	12	3	4

HOMEPORTS:

Charleston	25	7	4
Little Creek	13	0	3
Mayport	19	9	6
Norfolk	34	7	8
Newport	9	4	1
Misc.	3	5	4

<u>TOTALS:</u>	103	32	26
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6. Does your ship have any unique characteristics that make the application of formal classroom training difficult?

No Yes To Some Extent

OTHER

CLASS:

CG/CGN/BB	6	4	1
DD/DDG	19	0	4
FF/FFG	25	1	4
LPH/LHA/LKA	2	0	0
LPD	3	0	0
LSD	3	0	1
LST	3	1	2

HOMEPORTS:

Charleston	21	2	2
Little Creek	3	1	0
Mayport	13	1	4
Norfolk	16	1	3
Newport	5	1	1
Misc.	3	0	2

<u>TOTALS:</u>	61	6	12
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7. Will the recent revision of the OPTEMPO policy allow more time for on board training?

	No 1	To Some Extent 2 3		To a Great Extent 4 5		Undeter- mined 6
<u>CLASS:</u>						
CG/CGN/BB	2	2	5	4	1	1
DD/DDG	11	6	13	6	0	3
FF/FFG	23	6	14	8	3	13
LPH/LHA/LKA	2	1	0	0	2	0
LPD	1	4	2	2	0	0
LSD	2	1	2	2	0	0
LST	3	4	7	3	0	1
<u>HOMEPORTS:</u>						
Charleston	9	5	11	8	1	3
Little Creek	2	5	6	3	0	1
Mayport	11	3	6	5	1	8
Norfolk	14	9	13	6	3	2
Newport	4	1	4	1	1	2
Misc.	4	1	3	2	0	2
<u>TOTALS:</u>	44	24	43	25	6	18

8. Do you have sufficient space on board your ship to conduct training in a manner you find acceptable?

	No	To Some Extent			Yes
	1	2	3	4	5
<u>CLASS:</u>					
CG/CGN/BB	11	1	1	0	2
DD/DDG	14	7	13	4	4
FF/FFG	32	11	13	6	5
LPH/LHA/LKA	2	1	0	0	3
LPD	2	1	2	1	3
LSD	1	1	0	4	1
LST	5	5	3	3	3
<u>HOMEPORTS:</u>					
Charleston	16	6	8	4	5
Little Creek	5	5	2	3	1
Mayport	17	6	7	4	0
Norfolk	22	6	8	3	12
Newport	5	4	1	3	0
Misc.	2	0	6	1	3
<u>TOTALS:</u>	67	27	32	18	21

9. If the following were made available to you for training, to what extent would you use them?

	To No Extent 1	2	To Some Extent 3	4	To A Great Extent 5
<u>TRAILER ON PIER</u>					
<u>CLASS:</u>					
CG/CGN/BB	0	0	2	5	8
DD/DDG	0	1	8	15	15
FF/FFG	1	2	14	28	22
LPH/LHA/LKA	0	0	3	1	1
LPD	0	0	2	5	2
LSD	0	0	3	2	2
LST	0	1	7	5	6
<u>HOMEPORTS:</u>					
Charleston	0	1	9	16	9
Little Creek	0	0	7	3	7
Mayport	0	1	10	13	10
Norfolk	0	1	10	21	17
Newport	0	0	1	3	9
Misc.	1	1	2	5	4
<u>TOTALS:</u>	1	4	39	61	56

9. If the following were made available to you for training, to what extent would you use them?

	To No Extent 1	2	To Some Extent 3	4	To A Great Extent 5
<u>TENDER CLASSROOM/ CHAPEL</u>					
<u>CLASS:</u>					
CG/CGN/BB	1	2	9	3	0
DD/DDG	6	10	13	6	4
FF/FFG	7	17	26	12	5
LPH/LHA/LKA	3	1	1	0	0
LPD	3	3	2	0	0
LSD	3	2	2	0	0
LST	6	3	10	0	1
<u>HOMEPORTS:</u>					
Charleston	5	14	12	4	1
Little Creek	4	3	8	1	1
Mayport	4	8	14	6	2
Norfolk	13	9	20	4	3
Newport	2	2	2	4	3
Misc.	1	2	7	2	0
<u>TOTALS:</u>	29	38	63	21	10

9. If the following were made available to you for training, to what extent would you use them?

	To No Extent 1	2	To Some Extent 3	4	To A Great Extent 5
<u>BARGE AT PIER</u>					
<u>CLASS:</u>					
CG/CGN/BB	1	0	2	5	7
DD/DDG	2	2	10	10	14
FF/FFG	4	10	23	26	4
LPH/LHA/LKA	0	2	2	0	1
LPD	0	0	7	1	1
LSD	0	1	5	1	0
LST	1	1	9	6	2
<u>HOMEPORTS:</u>					
Charleston	0	4	9	12	10
Little Creek	0	1	8	6	1
Mayport	1	5	12	10	6
Norfolk	4	4	19	11	9
Newport	0	2	4	5	3
Misc.	3	0	6	5	0
<u>TOTALS:</u>	8	16	58	49	29

9. If the following were made available to you for training, to what extent would you use them?

	To No Extent 1	2	To Some Extent 3	4	To A Great Extent 5
<u>CLASSROOM AT</u>					
<u>SQUADRON BUILDING</u>					
<u>CLASS:</u>					
CG/CGN/BB	2	5	8	0	0
DD/DDG	6	10	11	7	4
FF/FFG	5	12	21	22	7
LPH/LHA/LKA	4	0	1	0	0
LPD	0	4	4	1	0
LSD	0	3	3	0	0
LST	3	7	5	4	0
<u>HOMEPORTS:</u>					
Charleston	5	13	12	3	2
Little Creek	2	6	5	3	0
Mayport	0	1	13	16	3
Norfolk	11	14	17	5	2
Newport	0	3	2	5	4
Misc.	2	4	4	2	0
<u>TOTALS:</u>	20	41	53	34	11

10. a) Have you experienced any difficulty in obtaining training materials?

	No 1	To Some Extent			Yes 5
		2	3	4	
<u>CLASS:</u>					
CG/CGN/BB	2	2	4	3	4
DD/DDC	4	12	13	6	3
FF/FFG	12	15	22	13	4
LPH/LHA/LKA	1	2	1	1	0
LPD	2	1	3	1	2
LSD	0	3	2	1	1
LST	3	4	8	1	3
<u>HOMEPORTS:</u>					
Charleston	6	7	12	8	1
Little Creek	3	4	7	1	2
Mayport	8	8	12	3	2
Norfolk	4	11	16	9	9
Newport	1	3	4	3	2
Misc.	2	6	2	2	1
<u>TOTALS:</u>	24	39	53	26	17

10. b) Have you found training material to be standardized?

	No 1	To 2	Some 3	Extent 4	Yes 5
<u>CLASS:</u>					
CG/CGN/BB	2	4	4	3	2
DD/DDG	8	7	15	9	0
FF/FFG	8	9	30	16	4
LPH/LHA/LKA	0	1	1	2	1
LPD	0	0	6	3	0
LSD	0	1	3	3	0
LST	1	1	12	4	1
<u>HOMEPORTS:</u>					
Charleston	4	5	16	8	1
Little Creek	1	1	11	4	0
Mayport	3	5	10	13	1
Norfolk	8	10	17	12	1
Newport	2	2	5	3	1
Misc.	1	0	12	0	4
<u>TOTALS:</u>	19	23	71	40	8

11. Do you have ample storage space on board for training materials?

	No	Yes
<u>CLASS:</u>		
CG/CGN/BB	13	2
DD/DDG	26	13
FF/FFG	55	12
LPH/LHA/LKA	1	4
LPD	4	5
LSD	0	7
LST	6	13
 <u>HOMEPC RTS:</u>		
Charleston	25	9
Little Creek	6	11
Mayport	27	6
Norfolk	32	18
Newport	12	2
Misc.	3	10
 <u>TOTALS:</u>	105	56

12. a) Are transit periods planned to allow for dedicated training?

	No	Yes	Sometimes
<u>CLASS:</u>			
CG/CGN/BB	1	4	9
DD/DDG	3	20	16
FF/FFG	10	37	16
LPH/LHA/LKA	0	4	1
LPD	0	5	4
LSD	1	1	4
LST	2	6	10
<u>HOMEPORTS:</u>			
Charleston	6	13	16
Little Creek	2	6	8
Mayport	3	23	4
Norfolk	4	22	23
Newport	2	7	4
Misc.	0	6	5
<u>TOTALS:</u>	17	77	60

12. b) If instructors were made available for your use during transits, to what extent would you use them?

	To No Extent 1	2	To Some Extent 3	4	To A Great Extent 5
<u>CLASS:</u>					
CG/CGN/BB	0	0	2	4	9
DD/DDG	1	1	9	19	9
FF/FFG	2	1	1.7	30	15
LPH/LHA/LKA	0	0	1	2	2
LPD	0	0	2	5	2
LSD	0	0	2	2	2
LST	0	1	6	3	9
<u>HOMEPORTS:</u>					
Charleston	1	0	8	15	11
Little Creek	0	0	6	3	7
Mayport	0	1	8	14	10
Norfolk	0	1	12	21	13
Newport	2	1	0	7	3
Misc.	0	0	5	5	4
<u>TOTALS:</u>	3	3	39	65	48

13. How effective have Mobile Training Teams been on your ship?

	Not Effective		Moderately Effective		Extremely Effective
	1	2	3	4	5
<u>COMBAT SYSTEMS:</u>					
<u>CLASS:</u>					
CG/CGN/BB	1	0	4	6	4
DD/DDG	1	0	11	20	7
FF/FFG	0	7	16	20	20
LPH/LHA/LKA	1	0	2	2	0
LPD	0	0	2	7	0
LSD	1	2	2	1	2
LST	0	2	9	5	2
<u>HOMEPORTS:</u>					
Charleston	0	2	9	15	8
Little Creek	0	2	7	5	2
Mayport	0	6	10	10	8
Norfolk	3	1	14	23	6
Newport	0	0	3	5	6
Misc.	1	0	3	3	5
<u>TOTALS:</u>	4	11	46	61	35

13. How effective have Mobile Training Teams been on your ship?

	Not Effective		Moderately Effective		Extremely Effective
	1	2	3	4	5
<u>MAINTENANCE:</u>					
<u>CLASS:</u>					
CG/CGN/BB	0	1	6	6	2
DD/DDG	2	3	12	15	6
FF/FFG	3	12	18	16	12
LPH/LHA/LKA	0	0	1	4	0
LPD	0	0	2	7	0
LSD	0	1	0	6	0
LST	0	2	1	11	6
<u>HOMEPORTS:</u>					
Charleston	3	4	12	12	3
Little Creek	0	2	1	11	5
Mayport	0	9	12	5	4
Norfolk	2	3	13	23	5
Newport	0	1	0	7	6
Misc.	0	0	2	7	3
<u>TOTALS:</u>	5	19	40	65	26

13. How effective have Mobile Training Teams been on your ship?

	Not Effective		Moderately Effective		Extremely Effective
	1	2	3	4	5
<u>ENGINEERING:</u>					
<u>CLASS:</u>					
CG/CGN/BB	0	0	3	8	4
DD/DDG	0	1	6	16	10
FF/FFG	0	3	7	25	31
LPH/LHA/LKA	0	0	0	3	2
LPD	0	0	1	5	2
LSD	0	0	0	4	3
IST	0	1	1	11	6
<u>HOMEPORTS:</u>					
Charleston	0	0	4	14	13
Little Creek	0	0	1	10	5
Mayport	0	2	4	14	13
Norfolk	0	3	9	24	11
Newport	0	0	0	4	10
Misc.	0	0	0	6	6
<u>TOTALS:</u>	0	5	18	72	58

13. How effective have Mobile Training Teams been on your ship?

	Not Effective		Moderately Effective		Extremely Effective
	1	2	3	4	5
<u>SUPPLY:</u>					
<u>CLASS:</u>					
CG/CGN/BB	2	1	2	6	3
DD/DDG	1	8	6	17	6
FF/FFG	4	6	19	17	18
LPH/LHA/LKA	0	1	1	3	0
LPD	0	0	3	5	0
LSD	0	1	2	3	1
LST	0	3	4	7	1
<u>HOMEPORTS:</u>					
Charleston	4	3	7	11	8
Little Creek	0	2	4	6	1
Mayport	1	5	10	12	6
Norfolk	2	10	11	19	4
Newport	0	0	2	3	8
Misc.	0	0	3	7	2
<u>TOTALS:</u>	7	20	37	58	29

14. a) To what extent have you used cross-deck training?

	To No Extent		To Some Extent		To a Great Extent
	1	2	3	4	5
<u>CLASS:</u>					
CG/CGN/BB	1	2	6	3	2
DD/DDG	0	7	23	4	5
FF/FFG	4	22	31	9	1
LPH/LHA/LKA	0	1	2	1	2
LPD	0	2	5	2	1
LSD	0	4	1	0	2
LST	1	5	9	1	3
<u>HOMEPORTS:</u>					
Charleston	2	9	18	3	2
Little Creek	1	5	7	1	2
Mayport	1	12	17	3	6
Norfolk	1	10	24	11	2
Newport	1	6	4	2	0
Misc.	0	1	7	0	4
<u>TOTALS:</u>	6	43	77	20	16

14. b) Is cross-deck training a viable resource for you?

	No	Yes	To Some Extent
<u>CLASS:</u>			
CG/CGN/BB	1	7	7
DD/DDG	3	6	30
FF/FFG	12	21	35
LPH/LHA/LKA	0	3	2
LPD	0	2	7
LSD	2	3	2
LST	3	8	8
<u>HOMEPORTS:</u>			
Charleston	5	10	21
Little Creek	3	7	7
Mayport	2	10	22
Norfolk	6	13	30
Newport	3	2	5
Misc.	2	8	6
<u>TOTALS:</u>	21	50	91

15. Can certain correspondence courses be used instead of other training materials (i.e. Lookcut)?

	No	Yes
<u>CLASS:</u>		
CG/CGN/BB	3	11
DD/DDG	15	21
FF/FFG	28	35
LPH/LHA/LKA	0	5
LPD	3	6
LSD	2	5
LST	3	12
<u>HOMEPORTS:</u>		
Charleston	15	19
Little Creek	3	10
Mayport	9	21
Norfolk	14	32
Newport	6	6
Misc.	7	7
<u>TOTALS:</u>	54	95

16. How beneficial have the following in-port training exercises been for your crew?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>BFIT:</u>					
<u>CLASS:</u>					
CG/CGN/BB	1	1	7	5	1
DD/DDG	3	10	12	13	5
FF/FFG	15	9	19	11	0
LPH/LHA/LKA	1	0	3	0	0
LPD	2	3	1	1	0
LSD	0	3	2	1	0
LST	3	8	4	4	0
<u>HOMEPORTS:</u>					
Charleston	5	7	5	4	3
Little Creek	2	7	4	4	0
Mayport	4	7	12	10	1
Norfolk	9	10	17	9	2
Newport	5	0	5	3	0
Misc.	0	3	5	5	0
<u>TOTALS:</u>	25	34	48	35	6

16. How beneficial have the following in-port training exercises been for your crew?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>SURFACE WARFARE</u>					
<u>TRAINING WEEK:</u>					
<u>CLASS:</u>					
CG/CGN/BB	0	2	2	8	3
DD/DDG	0	4	24	7	6
FF/FFG	3	17	22	14	4
LPH/LHA/LKA	1	0	2	1	1
LPD	0	1	7	1	0
LSD	0	2	1	1	2
LST	1	3	5	6	2
<u>HOMEPORTS:</u>					
Charleston	2	7	14	7	6
Little Creek	0	3	5	6	2
Mayport	0	11	8	11	3
Norfolk	1	4	25	11	4
Newport	2	2	4	1	1
Misc.	0	2	7	2	2
<u>TOTALS:</u>	5	29	63	38	18

16. How beneficial have the following in-port training exercises been for your crew?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>CINTEX:</u>					
<u>CLASS:</u>					
CG/CGN/BB	0	2	2	7	4
DD/DDG	0	8	18	7	5
FF/FFG	3	9	27	16	6
LPH/LHA/LKA	1	0	4	0	0
LPD	0	1	3	4	0
LSD	0	4	1	0	2
LST	0	6	5	3	3
<u>HOMEPORTS:</u>					
Charleston	0	7	14	8	5
Little Creek	0	5	5	3	3
Mayport	1	6	10	8	7
Norfolk	2	9	20	12	2
Newport	1	0	6	4	0
Misc.	0	3	5	2	3
<u>TOTALS:</u>	4	30	60	37	20

17. Do you feel PQS material meets your training needs?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>ENGINEERING:</u>					
<u>CLASS:</u>					
CG/CGN/BB	1	0	7	3	4
DD/DDG	0	2	4	23	10
FF/FFG	1	2	13	32	19
LPH/LHA/LKA	0	0	3	1	1
LPD	0	2	1	5	1
LSD	0	1	0	3	3
LST	0	2	2	11	4
<u>HOMEPORTS:</u>					
Charleston	0	2	9	14	9
Little Creek	0	2	2	8	4
Mayport	1	0	7	10	14
Norfolk	1	4	10	27	6
Newport	0	0	2	7	3
Misc.	0	1	0	12	6
<u>TOTALS:</u>	2	9	30	78	42

17. Do you feel PQS material meets your training needs?

No Benefit 1	2	Some Benefit 3	4	A Great Benefit 5
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ADMIN/PERSONNEL:

CLASS:

CG/CGN/BB	4	3	3	2	2
DD/DDG	5	10	10	7	4
FF/FFG	15	18	13	11	7
LPH/LHA/LKA	1	1	2	1	0
LPD	1	1	3	3	1
LSD	1	0	4	0	2
LST	2	3	7	3	4

HOMEPORTS:

Charleston	8	9	10	4	2
Little Creek	1	3	6	2	4
Mayport	6	10	4	8	5
Norfolk	13	3	13	9	4
Newport	1	5	3	3	1
Misc.	0	1	6	1	4
<u>TOTALS:</u>	29	36	42	27	20

17. Do you feel PQS material meets your training needs?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>COMBAT SYSTEMS:</u>					
<u>CLASS:</u>					
CG/CGN/BB	0	3	5	3	4
DD/DDG	0	1	15	17	4
FF/FFG	0	4	26	21	11
LPH/LHA/LKA	0	1	2	2	0
LPD	1	1	1	6	0
LSD	1	0	1	3	2
LST	1	3	4	9	2
<u>HOMEPORTS:</u>					
Charleston	0	0	17	11	6
Little Creek	0	3	3	7	2
Mayport	2	3	7	12	9
Norfolk	1	7	17	21	2
Newport	0	0	4	7	1
Misc.	0	0	6	3	3
<u>TOTALS:</u>	3	13	54	61	23

17. Do you feel PQS material meets your training needs?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>SUPPLY:</u>					
<u>CLASS:</u>					
CG/CGN/BB	3	6	1	2	2
DD/DDG	7	14	11	5	1
FF/FFG	14	16	20	14	3
LPH/LHA/LKA	1	1	2	1	0
LPD	1	1	3	4	0
LSD	0	3	2	0	2
LST	2	4	6	3	3
<u>HOMEPORTS:</u>					
Charleston	10	9	9	4	2
Little Creek	2	4	6	1	3
Mayport	7	10	8	8	1
Norfolk	8	16	13	11	2
Newport	1	3	4	3	1
Misc.	0	3	5	2	2
<u>TOTALS:</u>	28	45	45	29	11

96

17. Do you feel PQS material meets your training needs?

	No Benefit		Some Benefit		A Great Benefit
	1	2	3	4	5
<u>OPERATIONS:</u>					
<u>CLASS:</u>					
CG/CGN/BB	1	1	1	5	7
DD/DDG	0	1	16	17	5
FF/FFG	0	0	26	26	15
LPH/LHA/LKA	0	0	3	2	0
LPD	0	2	1	6	0
LSD	1	0	3	1	2
LST	1	2	4	10	2
<u>HOMEPORTS:</u>					
Charleston	0	1	15	14	5
Little Creek	1	2	4	7	2
Mayport	0	0	8	17	9
Norfolk	1	3	19	17	9
Newport	0	0	3	8	1
Misc.	1	0	5	4	5
<u>TOTALS:</u>	3	6	54	67	31

18. What is the rank of the training officer on board your ship?

	01	02	03	04	05	Other
<u>CLASS:</u>						
CG/CGN/BB	0	0	3	10	2	
DD/DDG	0	1	20	17	0	
FF/FFG	1	2	51	13	0	
LPH/LHA/LKA	0	0	3	2	0	
LPD	0	0	7	2	0	
LSD	0	0	6	0	0	
LST	0	0	17	2	0	
<u>HOMEPORTS:</u>						
Charleston	0	1	21	11	1	
Little Creek	0	0	15	2	0	
Mayport	0	0	24	10	0	
Norfolk	0	1	25	20	1	
Newport	0	1	9	3	0	
Misc.	1	0	13	0	0	
<u>TOTALS:</u>	1	3	107	46	2	

19. Do you feel the job of training officer on your ship should be a primary duty billet?

	No	Yes
<u>CLASS:</u>		
CG/CGN/BB	5	10
DD/DDG	20	19
FF/FFG	44	23
LPH/LHA/LKA	1	4
LPD	6	3
LSD	4	3
LST	8	11

HOMEPORTS:

Charleston	17	17
Little Creek	7	10
Mayport	19	15
Norfolk	25	24
Newport	9	4
Misc.	11	3
<u>TOTALS:</u>	88	73

20. To what degree is the training officer at the squadron effective in coordinating training requirements?

	To a Small Degree			To a Large Degree	
	1	2	3	4	5
<u>CLASS:</u>					
CG/CGN/BB	1	5	3	3	2
DD/DDG	6	11	14	6	2
FF/FFG	13	20	14	16	2
LPH/LHA/LKA	1	2	0	2	0
LPD	0	3	4	2	0
LSD	0	3	2	2	0
LST	4	6	4	4	1
<u>HOMEPORTS:</u>					
Charleston	5	13	11	5	2
Little Creek	4	5	3	3	1
Mayport	5	10	8	9	3
Norfolk	9	15	13	9	0
Newport	2	5	2	3	0
Misc.	0	1	4	6	1
<u>TOTALS:</u>	25	50	41	35	7

21. a) Would formally trained work center supervisors as instructors increase effective OJT?

	No	Yes	Undecided
<u>CLASS:</u>			
CG/CGN/BB	0	11	4
DD/DDG	9	20	10
FF/FFG	14	34	18
LPH/LHA/LKA	0	4	1
LPD	1	7	1
LSD	0	5	2
LST	3	13	3
<u>HC/REPORTS:</u>			
Charleston	12	17	5
Little Creek	3	11	3
Mayport	5	18	11
Norfolk	4	32	13
Newport	2	8	4
Misc.	1	8	3
<u>TOTALS:</u>	27	94	39

21. b) Would the added responsibilities as "shipboard" instructor dilute the effectiveness of your full-time supervisors?

	No		To Some Degree		To a Great Degree
	1	2	3	4	5
<u>CLASS:</u>					
CG/CGN/BB	6	1	7	1	0
DD/DDG	8	8	18	3	2
FF/FFG	15	8	24	14	7
LPH/LHA/LKA	1	0	3	1	0
LPD	0	3	4	1	1
LSD	3	0	2	1	1
LST	5	6	3	3	2
<u>HOMEPORTS:</u>					
Charleston	9	4	12	6	3
Little Creek	5	5	3	3	1
Mayport	7	4	13	6	4
Norfolk	7	9	25	5	3
Newport	4	2	4	0	2
Misc.	6	2	4	4	0
<u>TOTALS:</u>	38	26	61	24	13

22. Do you feel training can ever get a high enough priority to compete against the everyday operational environment?

	No		To Some Degree		Yes
	1	2	3	4	5
<u>CLASS:</u>					
CG/CGN/BB	2	7	2	2	2
DD/DDG	4	6	19	4	5
FF/FFG	8	19	15	16	6
LPH/LHA/LKA	0	3	1	0	1
LPD	0	5	3	0	1
LSD	0	0	1	5	1
LST	2	5	4	6	2
<u>HCMEPORTS:</u>					
Charleston	3	11	11	8	2
Little Creek	2	4	6	3	2
Mayport	7	8	9	7	3
Norfolk	3	17	13	12	7
Newport	1	2	2	0	0
Misc.	0	3	4	3	4
<u>TOTALS:</u>	16	45	45	33	18

23. Would a weekly directed, dedicated training day be workable and effective?

	No	Yes
<u>CLASS:</u>		
CG/CGN/BB	7	8
DD/DDG	26	13
FF/FFG	42	25
LPH/LHA/LKA	5	0
LPD	5	4
LSD	5	1
LST	8	10
<u>HOMEPORTS:</u>		
Charleston	21	11
Little Creek	8	8
Mayport	21	13
Norfolk	30	19
Newport	7	7
Misc.	11	3
<u>TOTALS:</u>	98	61

24. Is a weekly dedicated training day needed?

	No	Yes
<u>CLASS:</u>		
CG/CGN/BB	6	9
DD/DDG	24	15
FF/FFG	30	37
LPH/LHA/LKA	3	2
LPD	4	5
LSD	4	3
LST	8	11
<u>HOMEPORTS:</u>		
Charleston	18	16
Little Creek	8	6
Mayport	17	16
Norfolk	24	25
Newport	4	9
Misc.	8	10
<u>TOTALS:</u>	79	82

25. Would a dedicated training anchorage help improve ship readiness?

	No	Yes
<u>CLASS:</u>		
CG/CGN/BB	5	10
DD/DDG	17	22
FF/FFG	22	45
LPH/LHA/LKA	1	3
LPD	3	6
LSD	1	5
LST	7	11
<u>HOMEPORTS:</u>		
Charleston	14	22
Little Creek	7	9
Mayport	16	18
Norfolk	13	34
Newport	5	7
Misc.	1	12
<u>TOTALS:</u>	56	102

CHAPTER 5

Summary, Conclusions, and Recommendations

Recent budgetary cuts in defense spending have resulted in a significant decrease in funds available for training personnel stationed on board U.S. Navy surface ships. These cuts come at a particularly bad time as increasingly high technology is continually introduced to the fleet. Additionally, cutbacks in ship underway time allow less time for training at sea. The problem becomes one which most Navy personnel have seen before: how to do more with less.

The purpose of this paper was to investigate if these cuts in training have had any effect on the level of readiness of the ships under COMNAVSURFLANT. Additionally, this study attempts to identify the most effective means of training ship personnel and identify problem areas in training. To accomplish this, surveys were sent to the commanding and executive officers of one hundred fifty-two surface combatant and amphibious warfare ships. One hundred and sixty-one surveys were returned.

Analysis of the results from the survey revealed 68 percent of the respondents felt some decrease in the level of operational readiness due to the course cancellations. The remaining respondents were closely split with half reporting no decrease in readiness and the other half unable

to determine any difference at the time the survey was administered.

The majority of commanding and executive officers indicated that the course cancellations have or will place an additional burden on them. Sixty-seven percent felt there would be a moderate to high burden in terms of man hours and 60 percent noted that there would be an increased administrative workload due to the cuts. Comments on the effects on operational readiness and the increased burden included:

Cutback of formal training, both fleet and PCS type, is a terrible blow to the future of our Navy. It is a microscopically short-sighted, ill-conceived and poorly executed 'cost savings now' measure with frightful long term implications for our Navy.

It's too soon to fully understand problems associated with canceled classes. For example, general D/C and 3M Admin.

The idea of shifting training from ashore to at sea (shore to ship) is ridiculous without an increase in resources and manning.

Other Ops and Admin requirements must be slacked if the ship is to pick up the training effort.

Must unload ship from administrative overhead to allow for dedicated training.

When asked to rate various organizations as far as providing training material, instructors, Mobile Training Teams, and trainers, the majority of the respondents indicated that the type and squadron commanders as well as TRALANT and the School Houses were all moderately to very helpful. Percentages for these categories ranged from 60 percent to 85 percent helpful. The most favorable response

was regarding the type commander providing MTTs. The group commander was shown to provide the least amount of training support to the ships averaging about 45 percent moderately to very helpful. The comments received on this topic indicate that some commanding and executive officers feel that the group and squadron commanders actually hinder effective training by conducting too many inspections and assist visits. This was particularly evident in regard to FFs and FFGs, from which came the following comments:

The biggest obstacle an FF class ship has towards a viable training program is real, genuine support vice inspections (tons of them) from the DESRON.

The type commanders, groups, and TRALANT have no more concept of effective training than weekly communications drills.

There is so much 'directed' training from the group/squadron commander that this ship and others find it very difficult to plan/train it's own destiny.

Time is filled with inspections, hot plant OJT necessary for engineers...proficiency steaming.

Until you get maintenance squadrons to support ships instead of inspecting them to death, this (training) will not change.

Training is necessary in all areas if a ship is to improve and meet its combat requirements. However, with the number of inspections, assist visits, and just people who want a piece of you, it is very difficult to devote large periods of time to training.

I have too many people coming on board now to assist, help and inspect. Getting to sea in meaningful training opportunities are better than classroom, barges, or training teams but is hard to realize in light of all the assists, helps, and inspections.

Cut down on the number of inspections and their associated 'assist' visits.

Drastically reduce outside generated events and 'help' those that routinely occur on short notice.

In evaluating the different methods of providing instruction to crew members, it was found that it made little difference whether the crew member was enlisted or an officer. OJT with an instructor was determined to be the most effective means of instruction for crew members followed closely by pierside training vans, OJT with a supervisor, and then formal classroom training. Over 90 percent of the respondents ranked these three methods as being effective or, at least, moderately so. The majority of the commanding and executive officers, 86 percent, felt that PQS was at least moderately effective. Shipboard classroom, correspondence courses and video tapes all averaged 64 percent moderately effective. The response on the effectiveness of micro-computer floppy disks was fairly low, however, many respondents indicated that they were not familiar with them or had not had the opportunity to use them. Most of the respondents reported that their ships did not have any unique characteristics that made the application of formal classroom training difficult.

The majority of commanding and executive officers reported that they had the requisite knowledge, personnel and experience on board to conduct effective OJT. Experience in bridge watchstanding was the highest followed by

operations. The results indicated that the weapons department had the lowest level of experience with 56 percent reporting they had it and 36 percent reporting some capability. Overall, 67 percent of the respondents reported that they had the requisite knowledge, personnel, and experience on board to conduct effective OJT while 29 percent had it to some extent.

Only 4 percent of the commanding and executive officers surveyed felt that recent revisions to the OPTEMPO policy would allow more time for on board training. Another 55 percent felt it would allow some additional time for training and 27 percent said it would not allow any more than before. This issue generated many comments:

Decreased OPTEMPO means decreased training.
Ships need to go to sea.

Nothing can replace at-sea exercises and services to train officers and crew.

Underway time is the absolute best--no substitute. No matter how hard you try for in-port training, the quality is nowhere near as good.

After having been gone six months, they now have us scheduled to be in-port six months without any underway time. With crew turnover what it is, we are a hazard for a few days until we get back up to speed.

With the decrease in OPTEMPO, classrooms should be kept available instead of reducing classes.

The best place to train is at sea.

More, not less, underway time is needed.

I grant that men must receive some off-ship training, but sea time is the best training environment for a sailor. OPTEMPO reduction in sea time has hurt us bad. In-port training is a JOKE.

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Less than one in ten of the responding commanding and executive officers felt there was sufficient space on board ship to conduct training. Of those which indicated they had enough space, the majority were from amphibious units. Storage space for training materials was also identified as a problem. Sixty-seven percent of the respondents did not have it. In regard to providing classroom space in close proximity to the ships, a trailer on the pier was the most popular choice. Almost 60 percent of the respondents indicated they would use it to a great extent and another 18 percent to some extent. Three-fourths reported that they would use a barge on the pier, tender classrooms, and classrooms at the squadron building to some extent. Comments received dealing with these issues included:

Facilities on board ship are lacking for training.

Classroom trailers are best due to the lack of space on board ship.

We need a space to give formal lectures and lessons. There is no suitable training environment on this class ship (CG).

Space is the greatest problem. A couple of trailers on the pier could be an easy and cheap fix to the problem.

This ship class (DDG) is particularly short of 1) storage space and 2) classroom areas.

A large majority, 71 percent, of the respondents have experienced some difficulties in getting training materials they need. In regard to the standardization of training

materials, 81 percent felt they were standardized to some extent.

Forty-six percent of the commanding and executive officers plan their transit periods to allow for dedicated training. Another 37 percent did so some of the time. A large majority, over 90 percent, responded that they would use instructors if made available for training during transits. Comments included:

Something is always planned but training itself is not always an objective (regretfully).

Training is best accomplished on board in the actual environment with qualified instructors.

Transits should be dedicated to training.

Shore duty instructors must be put on board for transits.

Transit periods are normally reserved for inspections.

Mobile training teams (MTTs) received high marks from the respondents. Almost 100 percent reported that combat systems MTTs were moderately to extremely effective. This was followed closely by maintenance MTTs at 90 percent and engineering MTTs at 81 percent. Although supply MTTs were reported by 68 percent to be moderately to extremely effective, they had the highest percentage of the extremely effective marks, 45 percent.

One-tenth of the respondents indicated that they used cross-deck training to a great extent while another 87 percent used it to some extent. Cross-deck training was a viable source of training at least some of the time for 82

percent. Fifty-eight percent of the respondents felt that certain correspondence courses could be used in lieu of other training materials.

Most commanding and executive officers felt that directed in-port training exercises provided some benefit. CINTEX was rated the most beneficial followed closely by Surface Warfare Training Weeks. Battle Force In-port Training was the least beneficial of the three, however, 70 percent reported it was effective to some extent. Several strong comments were received on this subject:

Amphibs have been left out (BFIT), our benefit is in plans and preparations, not participation.

These training exercises are rapidly becoming competitive drill and not true training. No one sends their teams to train, they go to compete.

Most in-port training exercise (BFIT, etc.) are most helpful to Link 11 ships. They turn into communication drills for non-NTDS ships.

Multi-ship training in CINTEX is most beneficial in training CIC/COMM/CS teams in AAWEX, ASWEX, ASUEX coordinated exercises. Consider exercises in transiting BG to assist in sharpening up skills from FXP-3 and others.

The NTDS link seems to be the only issue continuously addressed. If you are a non-NTDS ship, you are always behind and they continue running. In real life we would have our own sensors to correlate.

The outside directed training is not pure training because of the post-ex's which incriminate units for screwing up and the blasts the ship receives when it fails. The 'competitive' nature of the outside directed training dilutes the quality and results in putting the best out there to avoid the proverbial brown stuff.

Eighty-three percent of the respondents indicated that Personnel Qualifications Standards (PQS) either met their needs or met them in some areas. PQS material in engineering was ranked highest, fully meeting 70 percent of the training needs. Material in combat systems and operations received high marks in effectiveness. One-fifth of the respondents' needs were not met by supply and administration PQS materials.

Almost two-thirds of the training officers on board the ships surveyed were lieutenants. Twenty-nine percent were lieutenant commanders. Of the commanding and executive officers surveyed, 55 percent felt that the job of training officer on their ship should not be a primary duty. The other 45 percent felt that it should. The effectiveness of the squadron training officers in coordinating training requirements was not high. Fifty-five percent of the respondents noted that they were effective only to a small degree. Less than one in twenty felt the squadron training officer was effective to a large degree. The following comments were received concerning these issues:

Our training officer is used full time, no other assignments, department head equivalent, second tour junior officer, and primary department head school screened.

Would like full time training officer if NMPC would provide dedicated billet.

A junior officer training assistant could be a full time job. The training officer must remain the chairman of the PBFT in order to keep the big picture.

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Create a junior officer/petty officer billet as training officer and provide one enlisted assistant to train other supervisors on how to teach and instruct.

Manning level precludes single purpose assignment of training officer. If we get the billet, we'll assign the officer.

Need billeted training officer with operations background to integrate on/off training programs and maintain current availability of opportunities.

Each squadron should appoint (and rotate yearly) the DESRON 'expert' in each warfare area to teach/research that area.

Training officer as primary billet--it would be nice, but impossible on a small boy.

A little over half of the respondents felt that formally trained work center supervisors as instructors would increase the effectiveness of on-the-job training. Another 25 percent were undecided. Almost 60 percent felt that added responsibilities as "shipboard" instructor would dilute the effectiveness of the full time supervisors to some degree. Comments on shipboard supervisors as instructors included:

The most urgent need in the fleet today in regards to training is to teach chief petty officers and work center supervisors how to teach.

Train them to organize, present and test.

Supervisors should be shipboard instructors NOW.

Train senior enlisted how to conduct a formal lecture.

Adequate supervision. L-E-A-D-E-R-S-H-I-P (i.e. senior, knowledgeable, experienced persons), number of people (when you only have 60 percent of required OS's it's hard to stand watches and train--or 75 percent of MS's, feed the crew and

train), and a host of other factors impinge on 'training effectiveness.'

Any sea-going supervisor worth a damn must be an instructor now.

Sixty-two percent of the commanding and executive officers surveyed indicated that a weekly directed, dedicated training day would not be effective, yet 51 percent agreed that one was needed. A dedicated training anchorage was received more favorably, with 64 percent reporting that it would improve ship readiness. Comments included:

Effective if everyone had their dedicated training day on the same day.

Dedicated training time is essential, however, influence from outside the lifelines makes this tough to accomplish.

I prefer dedicated hour training period each day, with one full training day per week (in-port).

We've tried one half day weekly training for two years.. Training quality assurance is a problem.

When a dedicated training time is set aside, all training at all levels occurs simultaneously. Who/when does instructor training occur? Staggered training scheduled with twenty to forty minutes a day has proved superior.

We need to cut off phones during dedicated training time.

Dedicated training day must be supported throughout the chain of command.

Should have ten to fifteen minutes daily dedicated to training.

Training should be a priority for part of the day each day.

A two hour period two to three times a week would be more beneficial and easier to achieve than a full day of training.

Use one training hour daily vice a dedicated training day.

Training anchorages do not comply with OPTEMPO requirements.

Training anchorage needs a dedicated training team on board.

If your ship is a professionally run one, then training will be conducted daily in all areas, especially in PQS, ESWS, ESWOS, and advancement areas.

Dedicated training anchorage would hurt maintenance and support.

Ten percent of the commanding and executive officers felt that training could never get a high enough priority to compete against the everyday operational environment. While another 10 percent felt it could compete, the remainder of the respondents felt that it could only to some degree. Comments regarding the priority of training included:

Currently, training is not a priority although it receives maximum lip service.

Training is the number one priority followed by PMS and maintenance. Only a major degrading CASREP hampering operational commitment can move to number one. Training gets done!!

Yes, training is the number one priority on my ship.

Operational environment provides training. The problem is maintenance and inspections.

Additional comments received are at Appendix B.

Conclusions

It is evident that there is not one easy answer to the problems resulting from the recent course cancellations or the problems inherent in shipboard training. Additionally, from the results of this survey, it appears that the commanding and executive officers of the ships are not in complete agreement as to what the problems are and how they can be solved. There are, however, several important conclusions which can be inferred from the results compiled.

The homeport of a ship did not have any significant bearing on training or training support. The exceptions to this were the respondents from two ships, one homeported in New York City and the other in Mobile, who reported that the travel involved in getting personnel trained was costly. In the future this may become more of a problem with the implementation of strategic homeporting.

The class of ship had more of a bearing on the results of the survey. However, because only one or two surveys were received from the LPH, LHA and LKAs, no conclusions were drawn from these three classes.

Respondents from CG/CGNs were more likely to report that revisions to OPTEMPO policy would allow more time for training. They had less space for training, less space for storage, and indicated that they would use instructors during transits more than those from other classes of ships. The benefits of in-port training exercises were twice as great for CG/CGNs than average. The commanding and executive

officers of this class ship were more likely to support formal training of supervisors as instructors and making the training officer's job a primary duty. A higher number of respondents on this class ship reported that a weekly directed training day was needed and that it would be effective. These same respondents were more likely to indicate that training could never get a high enough priority to compete against the everyday operational environment.

Battle Force In-port Training (BFIT) was more beneficial to DD/DDGs than to some of the other classes of ships, however, Coordinated In-port Training Exercises (CINTEX) were less beneficial to the DD/DDGs. The squadron training officer for this class of ship was ten percent more helpful than average. These commanding and executive officers saw less of a need for a dedicated weekly training day and training anchorage than the rest. A higher number of these respondents felt that training could compete against the everyday operational environment.

The commanding and executive officers of FF/FFGs had more comments than most. The majority of the comments revealed these respondents felt that the large number of inspections and "assists" from the group and squadron level hindered training and offered little room for autonomy. The survey revealed that this class ship has more unique characteristics than most which make the application of formal training difficult. Additionally, it has much less

storage space than other classes. These respondents used cross-deck training less and saw it as a slightly less valuable resource. Both Battle Force In-port Training and Surface Warfare Training Weeks were rated less beneficial to this class than to the average. A higher percentage of the FF/FFG's respondents felt that the job of training officer on their ship should not be a primary billet.

The commanding and executive officers of LPDs and LSDs had similar responses on many issues. Both class ships had more space for training, more space for storage, and fewer unique characteristics which made the application of formal training difficult. Respondents from these two classes felt that the squadron training officer was more effective than average and that work center supervisors should receive formal training as instructors. A higher number of these commanding and executive officers felt that a weekly training day would not be effective but that a training anchorage would be. These two groups were not in agreement in all areas, however. A higher number than average of respondents from LPDs felt there would be a decrease in operational readiness due to course cancellations, while respondents from LSDs were less likely than average to report a decrease. The LSD respondents felt less of an administrative and man-hour burden as a result of these cuts than the average commanding or executive officer. More than twice as many respondents from this class ship felt that

training could get a high enough priority to compete against the operational environment.

Fewer commanding and executive officers of LSTs felt that course cancellations have had a detrimental effect on the level of operational readiness. These respondents had the highest level of on board knowledge in the area of bridge watchstanding but one of the lowest in combat systems. They had more storage space on board and indicated that they would use instructors during transits to a greater degree. Battle Force In-port Training and Coordinated In-port Training Exercises were less beneficial to this class ship. Support was greater for making the training officer a primary duty and for work center supervisors to be formally trained as instructors. A majority of the LST respondents felt that a weekly directed training day could be effective. One hundred percent of these respondents reported that their ship had at least one unique characteristic which made the application of formal classroom training difficult.

Several conclusions are evident when the total results of the survey are looked at regardless of ship class or homeport:

- Mobile Training Teams are extremely well received in all areas.
- Group Commanders provide the least amount of training support.
- Course cancellations have put some additional burden on the ships in terms of man-hours and administrative work.

- Operational Readiness of the ships has decreased to a moderate extent as a result of the course cancellations.

- On-the-job training with an instructor is the most effective form of instruction followed closely by pierside training vans, on-the-job training with a supervisor, and then formal classroom training.

- Almost every ship has the necessary knowledge, personnel, and experience on board to conduct effective on-the-job training.

- It is doubtful that recent changes in OPTEMPO policy will allow more time for training.

- The majority of ships do not have the space for training or storage space for training materials.

- A trailer on the pier or barge tied to the pier is the best alternative to lack of classroom space.

- The ships would use instructors during transits if made available.

- The ships use cross-deck training but only to a limited extent.

- All three of the in-port training exercises were only rated beneficial to some extent.

- Squadron training officers are not perceived as being extremely effective.

- Many ship CO's and XO's do not give training a high priority.

- A weekly training day would not be effective for most ships, however, a training anchorage would be.

Recommendations

Based on careful study and evaluation of survey data received, the following recommendations are presented:

1. MTTs/Exportable Training

- Increase the number of MTTs and Exportable Training Instructors for specialized training areas.

- Monitor the skill levels of MTTs and Exportable Training Instructors to ensure the latest technical updates are reaching the fleet.

- Investigate possible reprogramming of training dollars to the Type Commander to support the increased role of MTTs and Exportable Training Instructors.

2. Underway Training

- Create a pool, from which the ships can easily draw, of well-qualified, highly-trained instructors to provide dedicated training while in transit.

- Increase the use of cross-deck training. Coordinate it at the squadron level to ensure each squadron is getting the maximum training benefit possible out of the underway time allotted.

3. In-port Training Exercises

- Make in-port training exercises (BFIT, CINTEX, etc.) "no-fault" exercises and ensure they are perceived as such on the waterfront.

- During in-port training exercises ensure chain of command emphasizes training all sailors not just first string.

- Reevaluate in-port training exercises with emphasis on creating more play for amphibious and non-NTDS ships.

4. Assists/Visits/Inspections

- Investigate why FFs/FFGs seem to receive an inordinate amount of assists and visits.

- Reevaluate the prioritization relationship between material inspections and training. Currently, training suffers during preparation for material inspections, which seem never ending.

5. Chain of Command

- Ensure there is visible support throughout the chain of command for training. If it is seen as important at the type commander, group and squadron levels, it will be seen as important on the ships.

6. Training Officers

- Reevaluate the role of the squadron training officer.
- Explore possibility of making the training officer a primary billet on some of the larger ships.

7. Administration

- Continue efforts in admin reduction to allow for more training time.

- Ensure new training programs do not produce additional administrative burden.

8. Instructor Training Programs

- Identify and make use of junior officers with bachelor degrees in education as instructor trainers.

- Identify qualified instructors in the fleet and make better use of them and their expertise.

- Develop better instructor training programs for personnel transferring to an instructor billet or MTT. More importantly, increase availability of these programs.

9. Shipside Training

- Put trailers or barges, set up as classrooms, on piers and make them available for use by the ships. This would provide supervisors with a way to get their people out of the disruptive environment of the ship for short periods of training.

10. Availability and Standardization of Materials

- Investigate the possibility of developing procedures to ensure that Navy-wide courses are prepared in a standard format, i.e. content, self-evaluations, testing procedures, and instructor manuals. This would enable any supervisor to pick up a course and provide training to his division, whether it be combat systems or supply.

- Develop procedures to cut down on time between requisition and receipt of materials.

- Provide central distribution point for all training materials.

11. Formal Classroom Training

- Place greater emphasis on formal classroom training for the more technical equipment requiring hands on experience to run, monitor and maintain.

12. Navy Reserve

- Explore on board training procedures used by the reserve side of the house for applicability to the rest of the fleet.

Appendix A

Glossary

AAWEX	Anti-Air Warfare Exercise
ASWEX	Anti-Submarine Warfare Exercise
ASUWEX	Anti-Surface Warfare Exercise
BFIT	Battle Force In-port Training
BG	Battle Group
CASREP	Casualty Report
CG	Cruiser
CGN	Nuclear Cruiser
CIC	Combat Information Center
CINTEX	Coordinated In-port Training Exercise
CNO	Chief of Naval Operations
CNSL	Commander, Naval Surface Force, Atlantic
CNSLINST	Commander, Naval Surface Force, Atlantic Instruction
CO	Commanding Officer
COMNAVMILPERSCOM	Commander, Naval Military Personnel Command
COMM	Communications
CPO	Chief Petty Officer
CS	Combat systems
DC	Damage Control
DD	Destroyer
DDG	Guided Missile Destroyer
DESRON	Destroyer Squadron
ESWOS	Enlisted Surface Warfare Officer School
ESWS	Enlisted Surface Warfare Specialty
FF	Frigate
FFG	Guided Missile Frigate
FTG	Fleet Training Group
FXP	Fleet Training Publication
GQ	General Quarters
GTMO	Guantanamo Bay, Cuba
IMA	Intermediate Maintenance Activity
INSURV	Board of Inspection and Survey
JO	Junior Officer
LHA	Amphibious Assault Ship (General Purpose)
LKA	Amphibious Cargo Ship
LFD	Amphibious Transport Dock
LPH	Amphibious Assault Ship (Helicopter)
LSD	Dock Landing Ship
LST	Tank Landing Ship
MTT	Mobile Training Team
NEC	Navy Enlisted Classification
NMPC	Naval Military Personnel Command
NTDS	Navy Tactical Data System
OBT	On Board Training
OJT	On-the-job training

OPS	Operations
OPTEMPO	Operations Tempo
PBFT	Planning Board for Training
PCS	Permanent Change of Station
PMS	Planned Maintenance System
PN	Personnelman
PPBS	Program, Planning and Budgeting system
PQS	Personnel Qualifications Standards
SH	Ship's Serviceman
SK	Storekeeper
SORM	Standard Organization and Regulations Manual
TAD	Temporary Additional Duty
TEMADD	Temporary Additional Duty
TRALANT	Training Command Atlantic
XO	Executive Officer
YN	Yeoman
3M	Maintenance, Material, Management

APPENDIX B

215 Brackenridge Ave.
Norfolk, VA 23505
24 November 1986

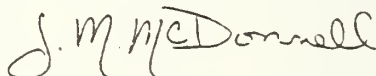
Dear Sir;

We are graduate students at Old Dominion University enrolled in the Education and Training Management Subspecialty (ETMS) program. Through our problems paper, we want to study the effects of recent training budget cuts on fleet readiness and compare shipboard training against formal classroom training. We are trying to determine to what extent each type of training requirement is met and how it can be improved to better meet the needs of the fleet.

We have discussed our problems paper with the Training and Readiness personnel at COMNAVSURFLANT. They fully support the project and have approved the enclosed survey for all Commanding Officers and Executive Officers of NAVSURFLANT units. Please take a few moments to answer the survey questions at Enclosure (1). A list of recently cancelled courses normally used by NAVSURFLANT units is at Enclosure (2). We request that you return the survey by 16 January 1987 in the stamped, addressed envelope enclosed. Your homeport and ship class are required so that we can also address any issues which may be unique in those two areas.

A formal summary report will be provided to COMNAVSURFLANT and COMTRALANT. Copies will be provided to you upon request.

Your time and assistance in this matter is greatly appreciated.



J. M. McDonnell
LT USN



K. V. Reid
LCDR USN

Enclosure (1) Survey
(2) Course Cancellation List

SHIPBOARD VERSUS FORMAL CLASSROOM TRAINING SURVEY

Please circle your answers unless otherwise indicated.

1. How helpful are the following organizations as far as providing training material, instructors, mobile training teams/assist visits, and trainers? Use scale below for response.

	1	2	3	4	5	6
	Not Helpful		Moderately Helpful		Very Helpful	N/A
	Materials					
	Instructors					
	MTTs/ Assist Visits					
	Trainers					
Type	1	2	3	4	5	6
CDR	1	2	3	4	5	6
Group	1	2	3	4	5	6
Squad- ron	1	2	3	4	5	6
TRALANT	1	2	3	4	5	6
School Houses	1	2	3	4	5	6

2. Enclosure (2) lists fleet courses which have been cancelled in an effort to reduce costs. How much of a burden have these course cancellations put on your ship?

	High Burden			No Burden		Undetermined
Man Hours	1	2	3	4	5	6
Admin Burden	1	2	3	4	5	6

3. Do you feel your level of operational readiness has decreased in any way by these course reductions?

To a Large Extent				To No Extent	Undetermined
1	2	3	4	5	6

Enclosure (1)

4. How effective do you feel the following methods of instruction are for your crew members?

O - Officer

E - Enlisted

	Ineffective	Moderately Effective	Effective
Formal Classroom	O E	O E	O E
OJT w/ Supervisor	O E	O E	O E
OJT w/ Trained Instructor	O E	O E	O E
Informal/Shipboard Classroom	O E	O E	O E
PQS	O E	O E	O E
Correspondence Courses	O E	O E	O E
Video Tapes	O E	O E	O E
Pierside Training Vans	O E	O E	O E
Micro-Computer Floppy Disks	O E	O E	O E

5. Do you feel you have the requisite knowledge, personnel and experience in the following areas onboard to conduct effective OJT? Check appropriate space for each category.

	No	Yes	To Some Extent
Operations			
Engineering			
Bridge Watchstanding			
Communications			
Damage Control			
Weapons			
Overall			

6. Does your ship have any unique characteristics that make

the application of formal classroom training difficult? Check appropriate column.

	No	Yes	To Some Extent
Operations			
Engineering			
Weapons			
Other			

7. Will the recent revision to the OPTEMPO policy allow more time for onboard training?

No	To Some Extent	To a Great Extent	Undetermined
1	2	3	4
			5
			6

8. Do you have sufficient space onboard your ship to conduct training in a manner you find acceptable?

No	To Some Extent	Yes
1	2	3
		4
		5

9. If the following were made available to you for training, to what extent would you use them?

	To No Extent	To Some Extent	To a Great Extent
Trailer on pier	1	2	3
			4
			5
Tender Classroom/ Chapel	1	2	3
			4
			5
Barge at pier	1	2	3
			4
			5
Classroom at Squadron Bldg	1	2	3
			4
			5

10. a) Have you experienced any difficulty in obtaining training materials?

No	To Some Extent	Yes
1	2	3
		4
		5

b) Have you found training material to be standardized?

No	To Some Extent	Yes
1	2 3 4	5

11. Do you have ample storage space onboard for training materials?

No Yes

12. a) Are transit periods planned to allow for dedicated training?

No Yes Sometimes

b) If instructors were made available for your use during transits, to what extent would you use them?

To No Extent	To Some Extent	To a Great Extent
1	2 3 4	5

13. How effective have Mobile Training Teams been on your ship?

	Not Effective		Moderately Effective		Extremely Effective
Combat Systems	1	2	3	4	5
Maintenance	1	2	3	4	5
Engineering	1	2	3	4	5
Supply	1	2	3	4	5

14. a) To what extent have you used cross-deck training?

To No Extent	To Some Extent	To a Great Extent
1	2 3 4	5

b) Is cross-deck training a viable resource for you?

No Yes To Some Extent

15. Can certain correspondence courses be used instead of other training materials? (i.e Lookout)

No Yes

16. How beneficial have the following inport training exercises been for your crew?

	No Benefit		Some Benefit		A Great Benefit
BFIT	1	2	3	4	5
Surface Warfare Training Weeks	1	2	3	4	5
CINTEX	1	2	3	4	5

17. Do you feel PQS material meets your training needs?

	No		In Some Areas		Yes
Engineering	1	2	3	4	5
Admin/Personnel	1	2	3	4	5
Combat Systems	1	2	3	4	5
Supply	1	2	3	4	5
Operations	1	2	3	4	5

18. What is the rank of the training officer onboard your ship?

01 02 03 04 05 Other___

19. Do you feel the job of training officer on your ship should be a primary duty billet?

No

Yes

20. To what degree is the training officer at the squadron effective in coordinating training requirements?

To a Small
Degree

To a Large
Degree

1 2 3 4 5

21. a) Would formally training work center supervisors as instructors increase effective OJT training?

No

Yes

Undecided

b) Would the added responsibilities as "shipboard" instructor dilute the effectiveness of your full time supervisors?

No

To Some
Degree

To a Great
Degree

1

2

3

4

5

22. Do you feel training can ever get a high enough priority to compete against the every day operational environment?

Never

To Some
Degree

Yes

1

2

3

4

5

23. Would a weekly directed, dedicated training day be workable and effective?

No

Yes

24. Is a weekly dedicated training day needed?

No

Yes

25. Would a dedicated training anchorage help improve ship readiness?

No

Yes

26. Please feel free to add any additional comments which would help us determine what needs to be done to improve training onboard your ship.

Homeport _____

Class of Ship _____

COURSE DELETIONS

The following courses have been deleted. This list is not inclusive of all courses cut but reflects those that affect NAVSURFLANT units.

CIN	Course Title	CIN	Course Title
A-7C-0017	LMET PCQ/P	J-210-0506	PHASE I TM TRNG
A-7C-0022	LMET DO	J-210-0507	PHASE II TM TRNG
A-012-0023	INST SHBD	J-210-0513	SUR SHP ASW TMTR
A-104-0170	AN/SPS-10	J-210-0300	CIC PLOT BASIC
A-104-0198	AN/SPA 25P	J-210-0556	ASW TM TRNG
A-113-0104	NGFS DIREC	J-221-0305	CIC PROCEDURES
A-113-0106	CIWS ENL	J-221-0311	DDG-2 OJ194 TDSOP
A-495-0421	BASIC CPQ	J-221-0315	TARTAR D CSTT
A-495-2037	DC-P250 FM	J-221-0318	DDG-2 TEAM TRNG
A-495-2038	DC PE 250 PUMP	J-221-0319	HELO TRANSIT CON
A-500-0032	ODC MTT	J-221-0352	AAWASMD TEAM TRNG
A-500-0034	LMET LPO	J-221-0730	SERT
A-500-0036	LMET LCPO	J-233-0201	EW OPER BASIC
A-501-0060	DAPA	J-223-0202	EW OPER INTERMED
A-551-0081	BASIC SUAD	J-495-0413	SHBD A/C FF TRNG
A-651-0051	BW/FW T/T	J-500-0025	ADMIN/OP 3M SYS
A-651-0054	WHB W T/T	J-551-0050	MIL CUST INSP
A-690-0093	LHA PLT TR	J-644-0918	ENL NUWPNS ORIENT
J-2E-0035	PHIB COMD ORNT	J-644-0932	SHPD SEC SPEC
J-2G-0037	NTDS ORIENTATION	J-644-0934	SEC FORCE ORIENT
J-2G-0511	JO ASW SWO PQS	J-651-0455	IMA PLAN & EST
J-2G-0531	ASW SURF TM TR	J-651-0460	DD-963 ECSS OPER
J-2G-0532	ASW AIR TM TR	J-651-0480	VLV MAIN JR ENG
J-2G-0602	NAV PILOTING REF	J-662-0043	SOLID STATE REGS
J-2G-0903	TAC NUC WARFARE	J-690-0014	PROJECTOR MAIN
J-3A-0951	SIOC	K-495-0052	DC GEN
J-3A-0977	SIC	K-495-0053	REPLKR TEAM TRNG
J-060-0632	RES MSWEEP BM	K-500-2040	CIAC
J-062-0634	BASIC BOAT COXMT	K-652-0219	PRA MASK SYS O&M
J-100-0706	GFETE OP/OF MAIN	K-662-0019	SOLID STATE DEV
J-113-0119	MK68 TEAM TRNG	K-662-0024	NOISE/VIB MEAS
J-113-0132	HWS FFG-7 OPER	K-830-2122	MAA AFLOAT INDOC
J-113-0135	HWS DDG-2 OPER		
J-113-0162	FFG-7 REPLACEMENT		
J-113-0182	VIDPROC MK15 MOD		
J-130-0074	AN/UQN-4 MAINT		
J-130-0098	SQQ-23 OPER TRAI		
J-130-0502	SQS-53 OPER REF		
J-130-0512	ASW WPN CONT-116		
J-130-0515	ASW MK-116 1 2 3		
J-130-0560	SONAR OPER CRSE		
J-130-0561	AN SQS-53A REFTRA		
J-130-0563	AN SQS-56 REF		
J-201-0020	COMM QUAL MON		
J-201-0807	COMM PROCEDURES		
J-201-0851	COMM HF TRANSMIT		
J-201-0866	UHF LOS OPR		

Enclosure (2)

Appendix C

Additional Comments

There are many sailors on board ships that are former instructors. Some have taught the same courses that have been canceled. Recommend course curriculums be made available to units when off-ship training is unavailable. Utilize the experience and the assets available.

It seems that the only really effective in-port (ship-wide) training occurs when we cut the telephone lines and yank in the brow (and we do this periodically).

Training requires a professional approach by each department. A well thought out effective plan based on a 'steady pull' on the yoke of readiness.

Administrative personnel, particularly YNs, PNs, SKs, SHs receive minimum training, are not sufficiently prepared for shipboard responsibilities, and yet, so much depends on their effectiveness.

While shipboard training is an on-going requirement, the primary function of a ship is to fight. Give me a man who can apply his training--rather than forcing me send him away. Allow me to polish and hone the fighting skills of the team rather than teach or send off to be taught the basic skills needed. Conduct more training on board. Each hour a sailor is at school off ship is a man-hour lost that would be used in conducting maintenance, preservation, or improving warfare skills.

Shift the location of schools to areas where ship classes are based (ex: relocate FFG-7/36 class courses from Dam Neck to Charleston or Mayport) This would reduce TEMADD funding requirements, man-hours lost, and enable local ships to benefit from last minute cancellations.

Reduce the number of required courses to minimum and have them included in the pipe line training. SURFLANT (COMNAVSURFLANTINST C3500.2D) maintains a large list of required schools for each ship class, many of which are COMNAVMILPERSCOM controlled, several weeks or even months long and/or hard to obtain. If these courses are required, have them included in pipe line training. Ships can ill afford the hours lost.

Increase the frequency that trainers, MTTs and courses are taught and conducted. Frequently ships are unable to utilize trainers, MTTs and courses due to operational schedules. Increasing frequency will improve the probability

of the training being available when the ship's schedule will allow its utilization.

Train personnel prior to their arrival. Replace trained personnel with trained personnel.

Allow the ship (CO/XO/DO) to more independently determine needs, timing and support for ship readiness and hold accountable.

Most sailors won't do correspondence courses without mandatory attendance.

Provide standardized lesson plans to ship based on PQS.

Training must be dedicated and pushed to work. Many times it is disrupted by crisis management from higher levels of inspection preps.

(Training is) still ten pounds in a five pound sack.

We've in overhaul at a non-Navy port; off-ship training is expensive in travel dollars and man-hours.

More careful detailing is needed to ensure only quality OFFs/CPOs/POs assigned.

Training, at whatever level, must be 'formalized' with dedicated time and well planned, preferably well in advance of major underway deployments or in-port evolution (IMA, INSURV, etc.) to preclude pre-emption by material repair/readiness efforts. More short term visits to FTG, GTMO would be highly viable and is strongly recommended.

MTTs have become mobile inspection teams preventing second and third string players from being trained.

Adequate training materials and time are available if the ship sets the priority on training.

Standardized lesson plans and instructors are needed for senior petty officers.

Training materials are needed to go along with lesson plans.

Shore establishments refuse to provide training materials.

Need shipboard instructors with good material and lesson plans.

When ships are in-port, let them use the time for dedicated training.

Must have a six or seven man MTT come on board during transits to have a shipwide REFTRA type battle problem.

Improve manning in critical areas.

Too much time is spent micro-managing the basics and never enough time on basic warfare skills.

How do you tell everyone to stay away (while conducting training)?

Priority of school quotas must be geared to ship's schedule.

(Provide) a rotating pool of visiting instructors.

Increase the availability of team trainers.

It is difficult to obtain PQS books.

The most effective training is DOING IT! One can hear and store facts, see and know, but when you actually do something, then you UNDERSTAND!

Too much admin--practically the XO needs to be training officer as his most important collateral duty--real solution is to have XO be OPS/Training Officer and Operations Officer do the routine XO admin stuff.

As an NRF ship we are extensively involved in training with our selected reserve crew, thus we have refined the methodologies as much as possible.

Any benefit--instructor, admin support, training material support--would reap great benefits.

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